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THE  
EDUCATIONAL RECORD

OF THE  
PROVINCE OF QUEBEC.

THE MEDIUM THROUGH WHICH THE PROTESTANT COMMITTEE OF THE COUNCIL  
OF PUBLIC INSTRUCTION COMMUNICATES ITS PROCEEDINGS  
AND OFFICIAL ANNOUNCEMENTS.

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THE  
EDUCATIONAL RECORD  
OF THE  
PROVINCE OF QUEBEC.

No. 1.

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VOL. XIII.

**Articles: Original and Selected.**

UNIVERSITY EDUCATION AND ITS RELATION  
TO THE MASSES.

BY PROFESSOR WILLIAM CROCKET, M.A., MORRIN COLLEGE, QUEBEC.

The following is an extended synopsis of Professor Crocket's inaugural address delivered in the Convocation Hall of Morrin College at the formal opening of the session of 1892-3. The address, as we have already said, was well received by those present on the occasion on which it was delivered, and is well worth the careful perusal of our readers.

After congratulating the students upon the bright prospects and possibilities which lay before them and encouraging them to make the best of their opportunities in order to prepare themselves for the world's work, the lecturer proceeded to discuss the subject of the higher education. By higher education he meant such education as is given in colleges and universities, secondary education being that which is given in our high schools and academies, the feeders of the colleges. The higher education was an outgrowth of the past, and its relations and bearings were best understood by examining it in the light of the past. As human history showed that every age had been characterized by ideas peculiar to itself and that all these

ideas were the evolution of the divine ideas of society, so had it been with education. It, too, was a development, and a development suitable to its own age. And just as struggles and conflicts in human history make up a world harmony, so the seemingly discordant notes as to the subject and methods of the higher instruction had always been settled and would continue to be settled in accordance with the conditions of society and the national ideals of the perfect man.

These principles were illustrated by reference to past ages. It was in Greece where mind first successively began to turn itself in upon mind—upon its own nature and operations—that light was first cast upon methods of mental development and training. From that old Grecian light, shining clearer and clearer as time rolled on, there blazed forth that science which was to-day the guide in all intelligent teaching—the Science of Education. The ideal schemes of Plato and Aristotle were sketched and compared with modern systems as expounded by Herbert Spencer and Alexander Bain. The difference lay only in details—the fundamental principles were essentially alike—the aim in both being to form sound minds in sound bodies. The Greeks being an intellectual people, pre-eminently pushed education on its purely intellectual side to an extent which, at the present day would be regarded as extreme. What is understood by us as practical subjects had for them no value. It even detracted from the reputation of a philosopher if his discoveries contributed anything to the comfort or conveniences of life. The inventive genius of Archimedes tended only to bring him into contempt. If we held different opinions to-day it was because of our modern civilization and our national ideals.

Passing to Roman times, similar descriptions and comparisons were made.

The introduction of Christianity awakened new ideas which found their way into educational schemes the main features of which were to be regarded as a development of the spiritual life, but the persecutions to which the early Christians were subjected in the advocacy of their doctrines restricted the area of educational work and little progress was made.

The schoolmen followed, whose system of education was the chief characteristic of the Middle Ages, covering a period of about one thousand years from the fifth to the fifteenth century. To the seven liberal arts which had heretofore been taught, the schoolmen, under the influence of the immediately preceding age, added texts of scriptures and writings from the Latin Fathers. The monasteries were the chief seats of education

and thus it became largely ecclesiastical. Charlemagne was the first to organize what are now called schools, which were afterwards expanded into universities and colleges. The origin and primary application of these terms were described, as were some of the great teachers of the day, their methods and influence.

The modern period succeeded a period which the Middle Ages helped so largely to introduce. The causes that led to the renaissance were traced, and the condition of Europe as prepared for the great awakening was vividly described. The lecturer then proceeded to discuss the modern curriculum—what it was fifty years ago, what it is to-day as represented by McGill and Morrin, affiliated colleges of McGill University. The discussions between the humanists and utilitarians were considered their reciprocal influence, the compromise reached under which the colleges are working to-day. The value of the subjects as educative instruments and their adaptation to the wants of the times were dwelt upon at some length, as also the question relating to the extension of the faculties. (As there were present some members of the Council of Public Instruction and other educational dignitaries, the lecturer took occasion here to recommend the establishment of a Chair of Pedagogy for Morrin.) The higher education of to-day was a development of the past, one great principle had at all its stages been giving it form and colour, and that all the conflicts which had gathered around it did, like the storm, but clear the air to bring again the elements into harmony to minister to its growth. As in human history so in education

“ Thro’ the ages one increasing purpose runs,  
And the thoughts of men are widened with the process of the suns :

The relation between the higher education and the masses was then discussed. Several instances of direct benefit which flow from colleges to all classes were pointed out. Never in the history of the world had our industries received such a broad and substantial development as in the present age. Never had the globe been so girdled with highways of travel both by land and sea. Never till the present age could the electric current be used to flash intelligence across vast continents or under old ocean’s depths. All the forces of nature were being brought to the service of man. Every new application was lightening his labour, and the time seemed not distant when the drudge labourer would become the directors of machinery and controllers of the forces of nature.

These marvellous advances had been brought about by the

higher education of the country. The science which was taught in our colleges and universities had been taken hold of by practical minds and been made to issue in such wondrous achievements. England's position, for example, before science was taught in her schools and colleges was humiliating when compared with other countries, where science was embraced in their educational curriculum as was demonstrated at the first international exhibition. England took the hint and to-day her industries are not surpassed by any nation.

The relationship between the workingman and the college was then considered by examining the position of each in the purpose of human life as determined by man's constitution and the constitution of society. The special work of the masses was manual toil, the special work of the colleges was with the intellectual powers. Each of these points was duly illustrated and enforced.

The intellectual life awakened and fostered by colleges brought many blessings, not a few of which influenced the workman directly. The true idea of liberty of thought which colleges propagated was a blessing to workmen who stood in peculiar need of this intellectual life and freedom. Opinions were apt to be formed from impulse or prejudice. Independent opinions when not agreeing with the opinions of others are often derided. Workmen are discouraged in consequence, but a body of truth-seekers will welcome the free expression of all such opinions, however erroneous they may be, knowing that such efforts will lead to clearer and truer views. If this spirit of freedom of thought and of toleration were to pass more largely among the people, communities would be vastly more progressive. Again, the masses derive direct benefit from colleges through the teacher, the preacher and others.

With respect to the teacher it is universally admitted that all other things being equal, the man or the woman who had a college training was the best fitted to carry on the work of education, and their services were more generally sought after and more highly appreciated. The object of education was to educe and foster intellectual life, which he cannot do if he is ignorant of the laws by which intellectual life is educed. The work of teaching was an art, but it was an art very different from that by which the carpenter performs his work. If the teacher sets out to accomplish his work by means of set rules he will fail. He must be acquainted with the scientific principle on which his work rests. The child's powers must be developed and strengthened if he is to be properly trained. Pupils, however,

instead of having their intellectual faculties whetted have merely their memories crammed with facts, dates and unrelated details, and the teacher, instead of a trainer, is little more a bearer of prescribed lessons just because he is ignorant of the principles upon which his work should be conducted. A student who has been duly certificated as having received a college training, is familiar with the laws of mental growth, can adapt his instruction to the needs of his pupils and knows how to interest them. Workmen's children, especially, stand in need of such a teacher for many reasons, but they cannot be had without colleges.

The position of the clergyman gave him large influence with working men, but his influence, unless in exceptional cases, will be limited if he has not had the advantages of a college course. He must be looked up to as an independent guide and to be so he must be able to interpret the original languages of the Scriptures, must be acquainted with the philosophic and scientific thought of past and of modern times. The people cannot have such ministers without colleges.

There is, again, the great cluster of social and political sciences relating to trade and commerce, to capital and labour, to crime and pauperism and scores of other questions in which all classes are directly interested and especially the masses. Colleges help to disseminate sound views on these subjects, which may tend to the solution of problems directly affecting the masses, etc. The foregoing points were fully illustrated and enforced.

If then, said the lecturer, these are the advantages that flow from the work of colleges, the country cannot have too many of them. Every community in the Dominion which is able to maintain a properly equipped and vigorous college would add much to its material and moral interests by making it a centre of light and learning. Its schools, from the highest to the lowest, would feel its quickening impulse, and every district of country within the sphere of its influence would throb with new life and vigour. Let us then seek to encourage to the fullest extent the higher learning of the country, seeing to it that all our colleges, and especially those with which we are more immediately connected are fully equipped and pulsing with vigorous life. Then may we see the happy fulfilment of our late Laureate's anticipations ;—

Sweeter manners, purer laws  
The larger heart, the kindlier hand.

### **Editorial Notes and Comments.**

It is a common remark of the speaker on examination day that the boy who has not a good word to say about his school is not much of a boy. Yet how few boys really have a good word to say about his school or his teachers; and how few parents are there who do not form their opinion about the school and the teacher from the highly coloured statements of these somewhat nonchalant and careless critics. "The boys seem to dislike him" is as often the foundation of a false opinion about a teacher's work as is the expression. "The boys seem to like him." It is as easy for a dishonest teacher to shirk his duty and be popular as it is difficult for an honest teacher to do his duty and escape being unpopular. And yet as the community often takes its opinions about the school from the boys and girls attending it without taking any trouble to know what manner of man or woman the teacher really is, so is the school population often merely a reflex of the whole community. An inspector has said that he could always with a very near approach to certainty discover from the conduct of the pupils he had to examine the general character of the community in which they were to be found. There are communities in this Canada of ours which have no faith in themselves, and we need hardly say that these are the communities in which neither pastor nor school-master can remain long. There it is we find a new teacher once a year, and there it is we find the pastor looking through the influence of his bishop or presbytery or conference for a change as soon as a change can be procured. A writer has lately tried to point out the community that has no faith in itself in these words: We have sometimes thought that we could tell the town that a man comes from by his air. The people of some towns and villages have a depressed sort of atmosphere about them, which seems to say we live in——, but we are ashamed of the place. The typical man of another town by his bearing proclaims the fact that he belongs to a certain town and is proud of it. He never apologizes because he does not live in a larger place, nor explains why he does not move. He thinks he lives in the best place already, and that very fact helps to make his place one of the best. Civic pride has made many a town prosperous. Without it no place ever amounts to anything. We may talk about political remedies until doomsday, but neither Canada as a whole nor any one part of it will ever amount to anything unless our people have a fair degree of national and



civic pride. You can easily tell when the people have no pride of the right kind in their own town. The sidewalks are dilapidated, the cows stand in front of the stores and gaze through the windows at the spring goods, the geese pasture on the streets and the leading citizens use their shoulders principally for holding up the front walls of the taverns. The air is always thick with gossip. The school-house is mean and the churches meaner. In any fair competition, the first prize for a first-class loafer would always go to a community of that kind. If you want to have a first-class town, take some pride in making and keeping it nice. Plant trees, cultivate flowers, mow your lawn regularly, shovel the snow off your steps, vote for good councillors and pay your taxes regularly. If your conscience tells you that you should say every mean kind of thing about the town and country that gives you and yours a home and bread, perhaps you had better pack your "duds" and go somewhere else. This world is a pretty large place. In view of the proposed action of the Protestant Committee or the Council of Public Instruction towards encouraging the rural communities to improve the outer environment of their schools, we need hardly say that no community such as that above described need enter the competition. The community in which the boys have a good opinion of the school, an opinion not founded on their own feeble judgment but on the matured prejudice of their elders gained by an honest inquiry and personal examination of the work done, is more than likely to take the first prize.

—The farmer tax-payer who is always ready at school-meetings to oppose school improvements on the score that what was good enough for his day is surely well enough for those of the present generation, perhaps may find indirectly an argument against themselves in the following argument which has evidently been urged in their favour. "There is something cruelly absurd in telling farmers that if they lived now as they lived fifty years ago they would not find any difficulty in paying their way. What other classes of people live now as they lived fifteen years or even twenty years ago? Is a farmer never to be allowed to increase the comforts of his home? It may be quite true that if a farmer lives in a shanty, and drives an ox-team and makes his own boots and eats little but pork and potatoes, his expenses will be lighter. A manufacturer, or a merchant, or a doctor, or a lawyer, could easily reduce his expenses in the same way. Why should not a farmer be expected to improve his position as well as any other

member of the community? Is there any reason why his wife should not dress well, or his daughter own a musical instrument or his son drive a good horse? If all the rest of the community are ready to go back and live as people lived in this young country fifty years ago, farmers may not object, but there is something cruelly absurd in asking one class to live as much like Indians as possible in order that the others may live in comfort and many of them in elegance."

—The beginning of a new volume of the EDUCATIONAL RECORD again brings us to the rallying point of urging upon the teachers of the province to help us in our enterprise. We return thanks to those who have assisted us in many ways during the past year, and who have sent us, with words of advice and encouragement, interesting items for our Correspondence Department. Yet we can almost sympathize with one of our contemporaries when he says: "We have a conundrum to put: Why is it that so few are willing to write for educational papers? Our columns are always open to practical articles. There are many able teachers among our readers. We shall always be glad to welcome their suggestions. There is one excellent way of answering this conundrum; that is by removing the necessity for asking it." Another of our contemporaries even goes further than this, further probably than any judicious editor is likely to go when he says:—

"Why is it that a body of school teachers are so undemonstrative? The most eloquent speaker in the land can hardly extract applause from them. They will sit like so many tomb stones, without thinking that a little applause will revive and encourage the speaker. We had the pleasure of attending a small gathering of teachers some time ago and witnessed just such a scene. The president asked for opinions on corporal punishment, and other points on various subjects, and it was like drawing teeth to get an opinion out of them. Now, why should this be true? Are they too ignorant to talk on such subjects? Is it not true that there are teachers in the land who have taught for years and never have spoken a word before an assembly of teachers? The writer is acquainted with such characters, and is free to confess that if these particular teachers had their just dues they would be consigned to the waste basket. They are too modest for any use." While far from sympathizing with the manner in which the case is thus put, we certainly desire to have more of the confidence of our teachers in the correspondence pages of our periodical.

—The feeling in favour of school libraries still continues to grow and the following is an excellent suggestion towards the increasing of the number of volumes in any library established or about to be established. “There is no parish so poor,” says the *Catholic Educator*, but some of its members go away for midsummer holidays. Next to the railway fare, and the luggage, “something to read” is indispensable for those pleasant trips. The “something to read” like the holidays for which it was bought, has probably faded from memory, and is at present lying at the bottom of some trunk or portmanteau. Now that winter is upon us, it is a favourable time to exhume the neglected volumes and give them to form the nucleus of a school library. If the books and magazines are such as good people ought to buy, there will be no need for censorship; but anyway the teacher cannot err in exercising great care and watchfulness as to what is admitted to a school library; but even books unsuitable for children might be exchanged at second-hand booksellers for books which are. A notice to the effect that a school library is being formed, and that some members of the congregation have already given books, and asking for donations either of books or magazines that have been read, or of money to buy them, will not be in vain, especially if it be known that several ladies and gentlemen have already promised, or have given, books for the library. A list of the donors’ names, with the books given, will have a very stimulating effect. It is much better to dispose of books in this manner than have them knocking about the house, perhaps in the way, until they go to pieces, and are thrown on the dust heap or sold for waste paper. Many people would be glad of the opportunity of disposing of books, they no longer require, to such advantage, than having them taking up room until they went to pieces. Surely the school library would be better than the dust heap, and the pleasure of giving the books where they would be a source of joy and instruction to the young ones who cannot afford to buy them, would more than compensate for the trifle obtained at the waste paper shop; even supposing they could be sold there. Then, again, there are many of the pupils who have books which they have read till they know them almost by heart, who would be glad to exchange them for others. They would practically do this on a large and systematic scale, by presenting them to the school library; and this they would readily do if encouraged, and if the teacher is careful to put their names in the catalogue as well as the books presented.”

—The teachers of the Dominion have had representation in the Central Parliament as well as in the Local Houses, but only through those who have been teachers previous to their taking up another profession, never by one who has been elected through the suffrage or influence of teachers. In Nova Scotia a gentleman was once elected, while still engaged as a teacher, but this was an exception, and has probably never been repeated. The present Minister of Education in Ontario could write M.P. after his name and at the same time P.S.I. Now we hear from Great Britain that the school-masters have a prospect of representation, if any faith is to be put in the following paragraph :

“The school-masters have already provided the Liberal party with two candidates. It is not impossible that they will provide the Conservatives with a candidate in the person of Mr. Gray. Mr. Gray is one of the personages in the National Union of Teachers. As chairman of the Parliamentary Committee, he has exhibited an ability which has gained him the esteem of successive Ministers of Education. A well-known figure in the lobby of the House of Commons, he has simply been ubiquitous in his efforts to obtain sympathy for the teachers in their educational crusade. He is not, perhaps, a powerful orator, but he is an undeniably logical and persuasive speaker. Though a Conservative on Imperial topics, he holds very enlightened views on the educational question, and is in harmony with what may fairly be described as the advanced educational programme. A man of light and leading among the teachers, he has one great political fault—that his general political views are not on the same enlightened plane as are his educational opinions.”

—In connection with the above the following may be also quoted as containing a cuff to the editor of such a journal as ours, and a hint to those who would see our teachers take a bolder interest in public affairs : “Educational journals are entirely too narrow on the subject of politics. Their mission is not a political one, ’tis true, but that is no reason why they should not take part in a political campaign when the interests of the people are at stake. Can anyone give an intelligent reason why teachers should not take an active part in politics as well as any other class of people ? No ; yet we often hear of them spoken of as proper persons to keep out of politics. No, these school journals are entirely too Sunday-school-like in the course they take in politics. A little more backbone would be appreciated by their intelligent readers.”

—The end of education ought to be to make thinkers. The cramming process should not be encouraged. A regular academic course is laid down, and much pushing and urging is necessary at times to get the pupil through. Many teachers seem satisfied when the grade warrants the diploma. But a smattering of science and of the classics does not constitute an education, nor does even a fair standing in the class-room. Many go through the prescribed curriculum with some credit, and yet do not know how to think. Their mental powers have not been practically trained. They have not been taught to apply them to arising needs. They may have acquired considerable knowledge, but they do not know how to apply it. He is the best teacher who teaches his scholars to think; not he who imparts to them the most information, or who gets the most of college routine into their minds. What is acquired may be by mere act of memory, or by continuous repetition. What is especially needed is not so much data as the power to use one's acquisitions to advantage, or the ready faculty to centre the mind upon any given subject.—EX.

—It affords us much pleasure to welcome THE OLD SCHOOLMASTER as a returning contributor to our pages for the coming year. As may be remembered, he somewhat suddenly broke off his connection with our journal in the midst of his investigations on the memory. These investigations he says he has been continuing since, but as we had thrown out a hint to him on the appearance of his last chapter that his disquisitions had become, perhaps, a little too abstract for the majority of our readers, he had partly given up the idea of continuing his autobiography. After a friendly negotiation with him, however, we have again induced him to resume his narrative, and the above may be taken as an explanation of the hiatus there seems to be between his last chapter and the one we publish this month.

### **Current Events.**

It is pleasant to take note of the interest His Lordship the Bishop of Quebec is already beginning to take in the public schools of the province. As he passes through the parishes of his diocese on his initiatory tour of the present year, he always makes it a point to visit the school, giving words of encouragement to both teachers and pupils. Perhaps, eventually, some steps may be taken to make something of this encouragement on the part of one so high in authority to improve our schools in the moral as well as in the intellectual and the physical.

Nothing would be so satisfactory as to have a union of all the churches in bringing about such an improvement.

—We know a School Board which refused to elect an applicant who had many years of practical experience in the school room, and had been eminently successful as a teacher and a disciplinarian, and had passed a creditable examination. No objection could be found, except that the applicant came from a neighboring province instead of being a native of the province in which he had been living for a year or more when examined. He was looked upon in the light of an interloper. The point we wish to bring out is, that teachers should be selected or elected with reference to their *fitness* for the place, and that talent should be secured, it matters not where obtained. It need hardly be said that the above School Board did not have its jurisdiction within the Province of Quebec—the only province in the Dominion where a man, proposing to be a teacher, receives credit for whatever official documents he has in his possession bearing upon his qualifications as a teacher.

—We take the following notice from one of the Montreal dailies about a matter to which we have already referred. Prof. Moyse, of McGill University, is to deliver the first of a series of twelve lectures on “English Literature,” in the McGill Normal School, to-morrow, at 7.30 p.m. Although given under the auspices of the Teachers’ Association, these lectures are open to the public on practically the same conditions as to the teachers themselves. The fee is nominal, being only \$3 for the course. This movement, to place within the reach of everybody, popular lectures on literature, is university extension work and its promoters are most anxious that a sufficient number of people will purchase tickets to make the undertaking pay its own expenses, which are considerable. Tickets may be obtained from C. R. Humphrey, Esq., at Sherbrooke street school during the day or at the Normal School before the lecture on Tuesday evening.

—The *Witness* having seen an appeal in the *Quebec Morning Chronicle* on the part of Laval University, refers to that institution in the following terms:—“Laval University refuses to pay a city water-tax of four thousand dollars, claiming that the twelve hundred and fifty which it now pays, pays for more water than it uses, a plea which raises the old question whether the water rate is the purchase and sale of a commodity or a tax levied for the common good and for individual protection against fire. We believe the latter view is that which has been held by the courts, and if so, the University’s contention

would not hold. In an evidently authoritative interview one of the authorities of the Quebec Seminary which carries on the University declared that the University is in the utmost financial straits, that though its salaries to professors both clerical and lay are almost nil, and though it receives an annual subvention from Rome, yet it costs the Seminary twenty-five thousand dollars a year more than is met by its revenues, grants and subventions as well as the fees of the students which, in view of boarding them, are less than nominal, and further, that the property of the University, worth a million dollars, will be readily handed over to the city if it will undertake to carry on the University.

—We are inclined to think that the remarks of the writer in the *Quebec Chronicle* were not intended to be taken too literally, yet they have given the *Witness* further grounds for saying: “This fine offer is of course a mere mode of saying that the institution is financially in desperation, but that is in itself a fact that will deeply interest all who have the culture of our country at heart, as will also the other revelation that the great “national” university,—by the way, what does “national” mean—is subsidized by Rome. It is to be hoped that something will be done to save this most valuable institution. Universities have always been broadening influences in the communities in which they have grown up, and Laval has been no exception to the rule. It has been an unusual thing for city corporations, unless where cities were also states, to assume the management of universities. Had that offer been made to the province it would have looked more like business, for it is common for provinces and states to control universities. If such an offer were made, it would have to be considered, and the question would arise as to what would be the financial and what the moral import of such a transfer. Financially it is to be feared that the twenty-five thousand dollars now being sunk would suddenly expand. The Pope’s grant, whatever that is, would, we should hope, cease. As long as a university is dependent on an outside influence for its existence, it can be neither “national” nor provincial. Then it is not to be supposed that, receiving their salaries from government, the professors, either clerical or lay, would longer consent to be paid a hundred and twenty or two hundred dollars a year. They would want ten times those sums. The moral effect of these small salaries is, on the whole, good, as the receivers of them are comparatively independent, and independence is the quality perhaps the most wanted in such quarters. On the whole,

though we feel humiliated to learn of our "national" university being dependent on Rome, we think that, barring this, the best results would probably flow from the continuance of the University on its present basis in other respects, and we should be glad to hear that the means were forthcoming to place its stability out of doubt."

—The University of Bishop's College will ask for an act restoring and conserving to its graduates, equal rights and privileges with the graduates and students of any other University in Quebec, in respect to the admission to the study and practice of dentistry, and that any act to the contrary be amended accordingly.

—A suggestion comes from a quarter which may or may not have in it any element of progress. Yet it is quoted here for what it may in itself suggest to others who are more intimate with the constitution of the Council of Public Instruction than any of our daily newspapers. The *Quebec Telegraph* in view of the late appointments says :

"While the appointments made by the provincial government to the Council of Public Instruction cannot but meet with the fullest approval of every one, we would suggest that the Protestants be allowed to select their own members. They would have more confidence in men selected by themselves than in men selected by any government, no matter how judicious might be the choice of the latter. In fact, the whole system wants to be completely re-organized. The bishops of the Church of Rome are members ex-officio, but we believe the government reserves the right to appoint a layman for every bishop. All the members of the Protestant Committee are appointed by the government and must follow the instructions given them by the government or run the risk of being replaced. The system would not be amended by making the Protestant bishops members ex-officio, as only the Church of England has bishops and the other churches would be ignored. Each church ought to have the right to elect a certain number of members in proportion to the number of its adherents and the universities should also be granted proper representation. Similarly the Roman Catholic universities should have the right to elect a certain number of members to the Catholic committee."

—The growth and popularity of the kindergarten system in Western Ontario was well shown at the Christmas closing exercises of the London kindergartens. The affair took place in the City Hall and nearly four hundred happy little tots took part. The capacious hall was crowded to the doors and fully as many more were turned away unable to get in. Mr.



J. S. Dewar, the chairman of the school board, opened proceedings with a short address of welcome, after which Miss McKenzie, the supervisor of the London kindergartens, took charge and for two hours a continuous programme was carried out. The little folks had had but one brief rehearsal and the different classes had not been drilled together at all. The fact that there was not a hitch shows the uniformity and thoroughness of kindergarten work. Thirteen songs were sweetly rendered by the children, with piano accompaniment. The "Blacksmith" brought his tiny fist into his tiny palm with a smack in imitation of the powerful blows of the smith's brawny arm. The songs included such timely numbers as "Little Jack Frost," "Jolly Old St. Nick," "Good Morning to the Snow," "Merry Xmas Bells," and "I am the Little New Year." Then came the marches and games. The pupils from the respective schools left their seats and walked to an open space in the middle of the hall. They threw their whole spirit into these games, each of which contained its own object lesson. There were the flying birds, imitated by movements of the arms and a light skipping; skating, when the little boys and girls slid about the floor; the merry dance, in which the youngsters held each other by the hand, and so on. After the conclusion of this portion of the programme, all were asked to retire except the pupils, and it was then that their little eyes sparkled with delight. Five Christmas trees were made the centres of vision. On these were a present and a package of popcorn for each pupil. Only the popcorn was kept. The presents were to be given by the little ones to their friends. They had been made by themselves at school. This is a portion of their daily work. The entertainment was a pleasant surprise to everyone not privileged with a previous experience of the kind and the intelligence displayed by the children—above that of the generality at their age—was a thorough vindication, were such needed, of the Frœbel system of child training. This new system is an acknowledged developer of the child's mind while at play. It might be improved practically, though, educationists say, by a closer assimilation of the senior kindergarten class and the junior public school class.

—What an oral lesson there is in the following paragraph: A strange ceremony took place recently at Jerusalem, the formal opening of the railroad which has been built by a French company between Jaffa (the ancient Joppa) and that famous city. From Jerusalem to the shore of the Mediterranean at Jaffa the distance is but thirty-two miles in a

straight line. However, an ascent of 2,600 feet must be made, and engineering works of some difficulty were necessary. The only places of any importance on the route between Jerusalem and Jaffa are Bitir, Deiraban, Ramleh, and Lydda. Lydda lies in the midst of the plain of Sharon, and is famous as the place where in ancient times was the school of Gamaliel. Jerusalem takes on more and more the aspect of a modern city, and the advent of the locomotive, putting it into easy steam communication with the cities of Europe, will tend to hasten its modernization.

—The efficiency of the public schools to guard the Christian morals of the youth of the country was the chief subject of interest discussed by the members of the new west educational commission, which held its annual meeting at the Sherman house, Chicago, a few days ago. The question referred to was brought up by the report of Secretary Charles R. Bliss, and dealt with the matter of consolidating the educational commission with the American college and Educational society. It also contained a suggestion as to the possibility of dropping some portion of the work of the commission owing to the increase in the public schools. After much discussion the idea of consolidation received the approval of the meeting. The commission gave several reasons for the continuance of the work. "First," the report said, "the uncertain condition of existing public sentiment in Utah and adjacent territories respecting polygamy and kindred evils makes clear the necessity of continued Christian activity. Secondly, the prevalence of ignorance, superstition and a low moral tone in many communities calls for renewed effort in bringing to bear a pronounced Christian teaching. Thirdly, the present time seems a critical period. Many youths are breaking away from parental beliefs and are in danger of drifting into avowed atheism." The report was unanimously adopted.

—The U.S. Government schools for children of the North-American Indians established at Hampton and Carlisle appear, from Dr. Barrow's account of them, to be wholly inadequate to the purposes in view. Since 1879, 349 Indian boys and girls have been sent out from Hampton, educated after their manner. Generally favourable reports have come back from them, and they have, it is admitted, withstood the trials of a surrounding uncivilisation much better than many give them credit for. Lapses to blanket life and low wilderness living have been rare, and when they have been able to find work and put in practice their school education, they have made a fair success. The

smallness of the number, however, and the fact that the acquired habits and the education of the young Indian are apt to create mutual repulsion between him and his tribe tend to frustrate the objects of the scheme. Dr. Barrows advocates a scheme under which the funds and the teachers now assigned to this work would be sub-divided and the schools located centrally among the families and parents of the children, who would then mingle with their friends, daily or frequently.

—The United States has 21,000 public schools, taught by 334,000 teachers, attended by 12,500,000 pupils, and cost annually \$119,000,000. They have 366 colleges and universities, 253 medical, law, and theological schools, and the general sentiment on the subject of education may be gauged by the fact that within the past eighteen years nearly \$110,000,000 has been given by private individuals of wealth for the establishment of schools of various kinds.

—There is but one dark spot in this bright picture of the educational condition of our country. In spite of all that has been done by the states and the federal government for education, there are nearly 5,000,000 of people, 13.4 per cent. of the entire population, unable to read, and about 6,250,000 or 17 per cent., unable to read or write.

—The opening of the Graduate Department of the University of Pennsylvania to women, so soon following the opening of the same department at Yale to them, puts to shame those colleges which as yet offer their advantages to men alone. The attitude of the University of Pennsylvania is particularly generous, providing, as it does, eight fellowships for women, each of the annual value of \$375. Col. J. M. Bennett has presented a building to the Graduate Department for women, and the leading educators of Philadelphia have shown their interest in the undertaking in a most cordial manner. Further information from Yale shows that the number of courses of study in the Graduate Department amount to 206, and that all of these courses are open to women. At St. Andrews, in Scotland, women next year will be taught in the same class-rooms on equal terms with the young men, and bursaries to the extent of \$15,000 will be devoted to women exclusively.

—Dr. Francis Dawling, of Cincinnati, after a year of assiduous labor, has prepared a report on the effects of tobacco chewing on the eyes. He made a study of 3,000 persons employed in the various tobacco manufactories of the Queen City, and embodies with the results in their cases those of studies made by the doctors of Paris and Berlin. Of the 3,000 under observation, a

close study was made of 1,500, all males, selected at random. He found that ninety-five per cent. suffered with visual troubles, and nearly as many exhibited muscular deterioration. It was also demonstrated that tobacco chewing is far more hurtful than smoking.

—The cost of education at the different women's colleges at Oxford and Cambridge is surprisingly uniform. At Newham (Cambridge) the fees are 75 guineas per annum; at Lady Margaret Hall, Oxford, £75; St. Hugh's College and Somerville Hall, Oxford, each £60; Girton College, Cambridge, is the most expensive, the fees being £105 per annum. The Royal Holloway College, Egham, Surrey, provides board, lodging, and tuition for £90 a year.

—The appointment of Professor Loudon as successor to the late lamented Sir Daniel Wilson, in the presidency of the University of Toronto, has met with very general approval. Professor Loudon has, it is believed, the fullest confidence and cordial sympathy of his colleagues in the faculties of the College and University. The very hearty reception accorded him by the students at the College Convocation, afforded evidence which must have been very gratifying, of the state of their feelings towards their new head.

—Sir William Dawson intends spending the winter months in the south. There is now every prospect of his complete recovery from his late sickness.

—Two new members have been appointed to the Protestant Committee of the Council of Public Instruction, His Lordship the Bishop of Quebec and S. Finley, Esq. Both of these gentlemen were warmly received by their colleagues at the last meeting.

### **Literature, Historical Notes, etc.**

#### **THE OLD SCHOOLMASTER.**

##### **CHAPTER VII.**

The uneventful has its tale to tell,  
 Some hope still-born, perchance,—a lesson learned :  
 The meekest light religious has its spell,  
 For in it God himself may be discerned.

In an age that seeks its literary ease in the lightest of romances and newspaper items, you are possibly not likely to fail, gentle reader, in finding a multitude of sympathisers, when you say that a man's autobiography cannot amount to much unless it deals for the most part with the concrete. But you ought to bear in mind that the experiences I have proposed to place on

record are not to comprise a mere series of events connected with my own life. The career of the ordinary teacher has in it but few events of a romantic flavour, and without the strikingly eventful, as a spice to the taste of the ordinary reader, few narratives of this kind can, in one sense at least, be said to amount to very much. If a man can never be esteemed a hero in the eyes of his valet, far less can he be ranked as one by himself, far less can he make himself out to be a hero to others by writing honestly about himself. There is therefore in this enterprise of mine no claim set forth for hero-worship, no material of romance with which to enlist the sympathy or provoke the excitement of the ordinary novel reader. Having no plot to develop, I have not hesitated to refer at the very outset to these the years of my retirement as readily as to the earlier years of my childhood, instead of following up the episodes of my career in chronological order. In following the advice of my editor, I have neither a craving, as I have already said, for literary fame nor for pecuniary recompense. My life's work is done. The portion of the teacher, with its rewards and punishments, its joy-throbs and its heart-burns, has been mine. I have passed through the mill; and now in my environment of content, fearless of the jealousy that is ever misunderstanding one, or of the insidious tongue that is ever seeking to do a hurt, I have undertaken at the suggestion of my friends, and simply for my own gratification, the writing of a few more chapters of a record which you, gentle reader, have probably wisely enough classified as an autobiography that cannot amount to much.

In lingering over the phenomena of the memory in previous efforts to find out something of its functions, my main purpose was to emphasize its importance as the basis of all mental experiences.

"No idea can take up its abode in the mind unless there are already some ideas in the mind," as I said to my friend the schoolmistress while walking home with her one day after school hours.

She had just been saying that I seemed to make too much of the memory in my system of metaphysics for teachers, no doubt coming to the conclusion, in her concrete way of thinking about the evil effects of too much memorizing in school-work.

"There must then be some ideas in the child's mind before it begins to think, which is very much like saying that the child must have been thinking before it begins to think," and she laughed with that sweet silvery laugh of hers which is always cheering.

“Just so, my dear,” said I; “you have stated the case clearly and explicitly. The child has been thinking before it begins to think, that is, before it begins to think for the purpose of acquiring knowledge. Now do you understand?”

She looked up into my face somewhat crestfallen. She had evidently been all but sure that I had been trying to teach her something nonsensical.

“Then there are two kinds of thinking, sir?”

“If you like to classify them in that way,” said I. “The original ideas in the child’s mind we sometimes call intuitions, sometimes the modes of thought, sometimes the instincts.”

“But how does the child come by these first ideas or intuitions?” she continued, taken courage to examine the question further, which, I am sorry to say, so many teachers fail to do.

“Ah,” said I to her, “you have suddenly come to the *angulus argumenti*, the corner of the question out of which faith alone can lead the way. The bars of our cage are sure, sooner or later, to intercept our pathway of investigation. In the impotency of the reason faith finds its birth. The mystery of science,—and every science has its mystery, its hypothesis,—seeks refuge in a theory, and the theory must be taken for granted. Deny the postulates or the axioms of Euclid and what could you make of his propositions which all hinge one on the other. Nothing. In a word, the theory of a science is its article of faith: it is its starting-point. And when once you ask whence come our original instincts or primary intuitions, you reach the theory which lies at the threshold of the whole science of education, the law of heredity.”

My companion looked not a little puzzled.

“Is it your opinion, sir, that all teachers should begin their preparation for school work from such a starting point?” she asked in her gentlest way, and with a further look in her eyes that said as plain as words could say it, that if such were the case, her education as a teacher had been woefully neglected.

“The teacher who has not had the advantages of a Normal School training has often to begin his novitiate as best he may. Yet your query is by no means inopportune, as it gives me an excuse for reiterating my advice to young teachers, who can hardly be expected to know much of the investigations of sociology, to make a study of the memory as a practical basis of observing how children have been adapted by nature for the acquiring of knowledge. The teacher, who claims to be an educationist as well, is seldom satisfied with investigations which his predecessors or contemporaries may think to limit by any

system of didactics, and will no doubt find himself forced to go beyond the immediate personality of the child in determining the possibilities of his or her mind. The characteristics of the parents, the conditions of the home environment, the social surroundings, the methods of the teachers who have preceded him, will naturally come in his way as elements of professional culture, before he can conscientiously assume the full responsibility of the proper training of any pupil. But it is not every system of public instruction that can command the services of teachers of this kind, and our educational writers, in demanding that teachers should be this or should do that, too frequently overlook this fact. Yet surely every teacher has had the opportunity of examining the processes of the memory."

"You mean one's own memory," interrupted my companion. "In other words, you would have every one become a metaphysician in his own right, starting from an examination of the workings of his own mind."

"Most assuredly I would. And judging from my own experience when I first laid siege to Mansell's *Metaphysics*,—an article on that subject written for the *Encyclopedia Britannica* and afterwards published as a text-book,—I could make no headway with it, until I had applied its bewildering phraseology to the phenomena of my own mind. Applied Metaphysics is what the practical teacher wants, just as Applied Science is what the practical engineer wants."

"But to study Applied Science one can go to a special institution," said the school-mistress; "but where is one to go for a course in Applied Metaphysics: to the Normal School?"

"Most assuredly, in the case of young teachers."

"Then you think every one intending to be a teacher should first take a course at the Normal School?"

"Certainly I do; and the argument in favour of a previous Normal School training, before a person is allowed to take charge of any school, everybody now knows by heart. A machinist has to serve an apprenticeship of five, six, or seven years before he is legally recognised as being competent to build an engine or to take charge of the engine when it is built, and how much more is it necessary that there should be a previous professional training demanded of those who are to deal, not with machines, but with human organisms of which psychology and physiology reveal the laws that govern them in their activities and structure."

"Then, alas, poor me can have no part in your enrolment of qualified teachers," remarked the schoolmistress with a shrug of her shoulders.

“The *argumentum ad hominem* is but a fallacy at its best, and the *argumentum ad feminam* should always rank as a species of ungallantry. I grant you that the teacher who is technically called in these times an untrained teacher may often attain to a higher range of success than some of those who have passed through the Normal School. But the *vice versa* of this is just as true with multiplied examples in favour of trained teachers. Training, it is true, is experience, and it matters little perhaps how the experience has been matured in the final effects it produces in a school conducted as yours is now being conducted. But it surely is of some consequence, when one considers the length of time it takes the untrained teacher to acquire the necessary experience to be a successful teacher. Four or five years' experimenting work in a school may do for a teacher what a preliminary Normal School training is expected to do. The untrained teacher will, no doubt, if he be conscientious and painstaking, attain to a practical knowledge of the human organisms he has been dealing with, and may be proud of his improved methods, mnemonic inventions, and easy discipline. But each discovery he has made is like the discovery of America by Americus Vesputius, a discovery of something after it had been discovered; and you yourself, my dear, will surely confess that had such a teacher only had the good fortune to attend a series of practical lectures on the methods by which the culture of the youthful mind may be promoted on the basis of its own nature, he would have saved himself much worry and his pupils much uneasiness of both mind and body.”

A sad look of regret seemed to come into my companion's eyes as she looked up into my face and sighed. “Poor unfortunate me! Had I only known!” and then after a pause, in a tone as low as a faint whisper and as if to herself, “Oh, that I only had had the means to take the shorter road.”

“There is no reason for regret” said I, “when once the goal is reached. The athlete who breaks down in his course may reasonably groan. But his fate is not yours,” and I tried to avoid in my words of sympathy every appearance of flattery. “You have passed the goal. You have become a successful teacher.”

She received my encomium, however, with a shake of her head, and turned away from me seemingly offended. Teachers so seldom hear an honest opinion expressed about their work that they are apt to look upon all criticism as prejudiced whether it be for or against them.

“You must not misunderstand my words in your favour’



said I, putting myself to rights. "I honestly mean what I have said about your work. In the regret you have just uttered you have only repeated what hundreds of untrained teachers have repeated after years of blundering and rectification."

"Were you a trained teacher, sir, before you took charge of your first school?"

"No, unfortunately, I was not," was my answer. "Like you and others, I had only the light of my own intelligence, which, in my case, as I must now confess, was flickering enough and uncertain, to guide me in my first attempts at teaching school. But I had not been at work six months before I came to the conclusion that my first duty towards myself, if I would be a successful teacher, was to save money enough to take me through the Normal School."

"Where was the first school you went to, sir?" she then asked not unexpectedly.

"Ah," said I laughing, "I thought we would be coming to that question. Thought reading is perhaps more of an instinct than an art after all. I was beginning to be all but certain that you would eventually draw me into the confessional. We are never very long in getting home again to the world that is within us. Indeed very few of us ever get far way from the home of our own lives in discussing a question. But I see we have got home in more senses than one."

In turning round the bend of the road, we had just come in view of the cottage in which my sister and I keep house.

"Dear me," said the schoolmistress, "I never thought we had come so far."

"But not far enough to have your last question answered. You had better go the whole way. My sister will no doubt have seen us from the house, and she will think we have been having a clandestine conference, if you do not call upon her. Indeed, you had perhaps better spend the evening with us, and then I shall have leisure to answer your query about myself *in extenso* as the lawyers say. In order, however, that I may prepare myself to answer it correctly, perhaps you will be good enough to put it again."

"Was it not put correctly?" she immediately asked with the impulse of the teacher who is always on the *qui vive* to avoid mistakes.

"Perhaps, if anything, it was a little ambiguous."

"Where was the school you first went to: wasn't that what I said, sir?"

"Yes, that is how you put it. But do you mean that I am

to narrate my experiences in the school I first went to as a pupil, or as a teacher?"

"Oh, of course, I meant the school you first went to as a teacher; but," and she hesitated for a moment, "if you have no objections, I shall be very glad to hear the story of your school days as well. However, I must not take up any more of your time this afternoon."

"Never mind *my* time, my time is my own," and just at that moment, as a kind of providential escape from excuses which may or may not have been intended as conventional, my sister came out of the house, and from the verandah welcomed us with a smile on her comely, matronly countenance while yet we were only at the garden gate.

"This young lady" said I, when we had advanced up the garden walk between my two hedge-rows of rose bushes to the great maple-trees that shade the door, and when the usual greetings had been exchanged between the two, "this young lady has been asking me questions that cannot well be answered without some continuity of thought and language. I have been inviting her to share with us our evening meal; but possibly she waits a more formal invitation from you, the head of the house, to spend the evening with us. She wants me to tell her the story of my early school days, and I cannot well do that, you know, however inclined I may be to be obliging, in a short walk from the school house, or even at our doorstep out here in the open air. The road she would have me travel, to please her, is long and possibly to her will prove a dreary one. The inner man requires refreshing; and I shall make no bargain unless she accepts our hospitality even if it be a piper's bidding she has had."

"Certainly, she has to come in," said my sister, "there are no two ways about it;" and thus was the matter settled, thus was I inveigled into narrating what, when reduced to writing, may take up not a few chapters, thus was I brought up again at the starting point of my autobiography while giving to my friend the schoolmistress my experiences as a pupil in the several schools I attended in my early days, to be followed subsequently, it is just possible, by my experiences as a teacher in my first school.

### **Practical Hints and Examination Papers.**

At the close of a lesson the third chapter in Genesis, a Sabbath School teacher put the question, "Now, children, what lessons can we learn from the story of Adam and Eve? Well, Johnnie?" Johnnie—"Never believe what your wife says."

—A word of advice to the young teacher in the miscellaneous school. Don't be in a hurry to do work all at once. Sit down and study how to control your school. Be calm, but firm. Obedience is a habit. Commence to form the habit deliberately. For this purpose drill the school in "positions" until the most inattentive or refractory responds spontaneously to your number or sign indicating your order. Never mind the loss of half an hour day after day in making all move simultaneously and promptly. If the habit of obedience is formed for purely mechanical exercises it is only one step more to gain complete control over the whole school for general purposes. When you are engaged in some class-work, low murmuring in some other part of the room will commence, at first so faint as not to disturb your work, and you feel like not noticing it. But there is no line between that and what distracts. So at the first sign of a breach of the silence you wish to have observed, calmly stop your work, let your eye fall in the indicated direction with no manifest haste to return to your work and forget. If necessary give your signs for movements, which must be gone through with precision. Soon each pupil will feel it as natural to keep quiet and be interested solely in his or her work, when not engaged in class work, as to play when play-time comes. Motion drill is as good a training to secure the habit of prompt obedience in school as military drill is for the army.

—Perhaps the best training any ambitious girl could have for teaching would be found, not in a normal school, but for one year in an asylum for idiots, one year at Hampton and one in a school for the blind. She would learn in such work as this how to reach the intelligence which lies waiting.—*Anna C. Brackett in Harper's.*

## MODEL SCHOOL AND ACADEMY DIPLOMAS.

### ENGLISH GRAMMAR AND COMPOSITION.—TWO HOURS.

1. Analyse minutely this passage in tabular form:—

“The *very* spot

Where *many* a time he triumphed is *forgot*.

Near yonder thorn, *that* lifts its head on high,

Where once the sign-post caught the *passing* eye,

Low *lies that* house where nut-brown draughts inspired,

Where grey beard mirth and smiling toil retired,

Where village statesmen talked with looks profound,

And *news* much older than their *ale* went round.”

2. Parse the words in Italics in full.

3. Give the feminines of earl, marquis, nephew, lad, hero; the plurals of lily, chimney, talisman, crisis, a child's shoe; the superlatives of bad, many, dry, funny, triangular; and the present participle of, die, dye, hie, lie, omit.

4. Write sentences showing “but” as a conjunction, (*b*) preposition, (*c*) adverb, (*d*) noun: “enough” as an adjective, (*b*) adverb,

(c) noun, (d) interjection: "as" as a conjunction, (b) relative pronoun.

5. Correct the following sentences if necessary, and give a reason for each correction:

- (a) Morgan is selling mens boots, ladys gloves, and misses parasols.
- (b) Go to Drysdales the booksellers and get a copy of Websters and Worcester's dictionary.
- (c) Between you and I them reasons are very unsatisfactory.
- (d) As soon as he was awoke, he rose his head from the pillow.
- (e) Which is the farthist north Montreal or Ottawa.

### MODEL SCHOOL DIPLOMA.

#### SCOTT'S LADY OF THE LAKE.—ONE HOUR.

1. Draw a map of the scene of the poem and place in proper position—Lochs Lomond, Katrine, Achray and Vennacher; Ben Lomund, Ben Venue, Ben Voialich, Ben An; Ellen's Isle, Inch Cailliach; Duncraggen, Lanrick Mead, St. Bride's, Coilantogle Ford, Doune, Craig Forth, Stirling.

2. When are the events of the poem supposed to take place? Show reasons for your answer. What period of time is covered by the action of the poem? Give the headings of the Cantos.

3. Quote one or more lines descriptive of each of the ten most important characters of the poem.

4. Write short notes on (a) Circuit of the Fiery Cross, (b) Clan Alpine, (c) Robin Hood's band, (d) The Taghairm, (e) strath, glen, brae, pass.

### MODEL SCHOOL AND ACADEMY DIPLOMAS.

#### ENGLISH HISTORY.—ONE HOUR.

1. What is meant by "British Empire"? Give its relative position to other nations, (a) in regard to area, (b) in regard to population.

What is the most important British possession in each of the six divisions of the world?

2. What causes have contributed, in your opinion, to the wonderful growth of Britain's power and influence during the last three centuries? State all you can but give no details.

3. Tell what races or tribes settled in Britain before 1100 A.D., and the time of settlement, as nearly as possible.

4. What important event occurred at each of these dates,—597, 827, 1215, 1172, 1265, 1282, 1588, 1603, 1688, 1783.

5. Of the great civil war in the time of Charles I., give the causes, parties engaged, battles with dates, leading results.

6. Name ten great discoveries or inventions during the rule of Queen Victoria.

(Answer five only.)

ELEMENTARY, MODEL SCHOOLS AND ACADEMY  
DIPLOMAS.

SCRIPTURE HISTORY.—ONE HOUR.

*Old Testament History.*

1. Draw a map of Palestine, and place in proper position the following ;—The Jordan with expansions, Dead Sea, Lebanon, Mt. Hermon, Mt. Carmel, Mt. Tabor, Mt. Gerizim, Hebron, Jerusalem, Jericho.

2. Give (*a*) the Poetical Books : (*b*) the Major Prophets of the Old Testament.

3. What events are connected with each of the Days of Creation ?

4. Name ten important events that happened during the march from Egypt to the Promised Land.

5. Give the divisions of the Jewish Tabernacle, the size and contents of each division.

*Or New Testament History.*

1. Draw an outline map of Palestine and put in proper position :—Samaria, Galilee, Judea, Perea ; Mt. Hermon, Mt. of Olives, Mt. Carmel ; Bethlehem, Nazareth, Capernaum.

2. Name the Historical Books of the New Testament, and give the number of Books written by Paul, John, Luke, James and Peter, respectively.

3. Name five of the Herods and tell some important fact about each of them.

4. Give in tabular form ten of the appearances of Christ after the Resurrection, stating *to whom*, *where* and *when* they occurred.

5. Quote words heard from heaven (*a*) at birth of Christ, (*b*) at his baptism, (*c*) at his transfiguration, (*d*) at the Temple during Passion Week and at the conversion of Saul.

**Correspondence, etc.**

*Dear Mr. Editor :*

We teachers of the Province of Quebec sometimes deem our hardships in the country districts severe enough, but the following letter, which I have just seen in the *School Journal* from a graduate of a High School teaching out on the prairie, will give my fellow teachers some idea of the greater hardships that are sometimes to be borne out west. The following is the young lady's own account of her late experience, which I have cut out for your convenience : "We have been having just awful weather," she says, "the past week. There is no prospect of having any better. Monday and Tuesday it was so cloudy that we did not get a glimpse of the sun. Tuesday night and

all day Wednesday it snowed and blowed as it only can in Kansas. I'll tell you about my first adventure in a snowstorm. It wouldn't do to tell it here because I like to distribute my weather comments. I had been visiting the night before a mile and a quarter from the school-house. On Wednesday morning I started for school in the snow-storm, little thinking of the probable drifts. But I was soon reminded of them by having to wade knee deep for three-quarters of a mile; then I came to a house tenanted by mice, rats, and two Swede bachelors.

"I was too cold and tired to go on in such a storm, and to my horror the Swedes were not at home. It was either go on and freeze, or get into the house and get warm. The door was locked, but, being a good kicker, I succeeded in opening it. Going in I built a fire, dried my clothes, and got warm. There was no fuel to be found, so I burned corn that was stored in one of the rooms.

"The storm continued all day, and I was afraid to venture out, so there I stayed all day and all night, with those mice and rats. The next morning I started out for my school-house, the snow was nearly waist deep. The road is up and down hill, so I took turns rolling down, crawling up hill, and walking. When I got within a quarter of a mile of my school, I gave out and could go no further.

"A little bachelor living near the school-house happened to see me, came to my rescue, shovelled me out of the snow, and took me to the school-house. Then he went to my boarding place for some dry clothes and something to eat. I was nearly frozen, for I had been in the snow between two and three hours."

"Perhaps some of my fellow teachers of the province may be able to equal this with their experiences. If so, perhaps, they will give you an account of them Mr. Editor. Yours truly,

A READER OF THE "RECORD."

*To the Editor of the EDUCATIONAL RECORD :*

DEAR SIR,—I see that Mr. Patterson, of Montreal, has lately been advocating the introduction of a new study in our schools, and the *Gazette* says: "It may be needful for the purpose contemplated in Mr. Patterson's essay to have a hand-book especially prepared, which, while fairly full, would be adapted to the capacities of learners, lucid and attractive in diction, and pervaded by a patriotic sentiment which would inspire in young minds a reasonable love for their country and loyalty to their sovereign." Can any one tell us where we are drifting to in this matter of additional text-books and increasing number of subjects? Perhaps you, Mr. Editor, can throw some light on the impossible goal towards which we teachers are expected to hasten.

Yours respectfully, MONTREAL TEACHER.

[In this connection our correspondent has hardly hit upon the primary question raised by Mr. Patterson's advocacy. That question

is whether the introduction of a new school study, such as that advocated by Mr. Patterson, is a necessity or not. If it be a necessity, then our correspondent's enquiry is altogether irrelevant. Perhaps it is but fair, in view of any further discussion that may take place on this subject, that we should repeat what the *Gazette* says on the whole subject.—Ed. E. R.]

### THE DUTIES OF CITIZENSHIP.

The subject with which Mr. Patterson dealt in his paper read before the Teachers' association, of which he is president, on Friday evening last, is worthy of more attention than it generally receives from not only the rank and file, but from even the leaders in educational work. Mr. Patterson is clearly an exception to this rule, and our readers have not been informed that with him the duty of inculcating a lofty standard of citizenship is much more than the theme of an essay. As such, however, he made it the basis of suggestions which, it is to be hoped, will not return to him void. He was unhappily speaking only the simple truth when he said that teaching which bore directly on the duties of citizenship was a sphere of labor practically untouched in this country. "*Jus est et ab hoste doceri,*" says an old proverb—one may gain instruction even by the bounce of one's neighbors. We may sometimes smile at it as overdone; sometimes resent it as unkinsmanlike and much less than kind. But, in spite of exaggeration and bluster and lion's-tail-twisting, the genuine sentiment is largely there and to those who love much much is forgiven. Even chauvinism is preferable to that soul-deadness which the poet denounces as marring all the gifts of birth or fortune. A man who is proud of his country, imperfect though his knowledge be, is not worthless; still worthier is he if his devotion be based on timely lessons touching its history, its constitution, its relations to other states and the task that patriotism implies. Nor for such instruction is the educational system of the United States without provision. In the ethics of its schools a place is apportioned to citizenship and in connection with it to the study, at least elementary, of society, government, constitutional history and economics. The teacher, moreover, has the advantage of excellent text-books on both history and patriotism, and the pupil does not leave his class-room to take part in life's toils and struggles without some wholesome direction from the golden precepts of his country's poets, orators, and essayists. Whatever is most inspiring in the deeds and utterances of the great men who have made his country, in the best sense, what it is, he is taught to cherish as an heir-loom, the ever present consciousness of which gives dignity to the citizen's functions. It is undoubtedly to this phase of its public instruction that the Republic is, to a great extent, indebted for that national spirit, the contagion of which no child of foreigner reared in its schools has any chance of escaping.

### Books Received and Reviewed.

Of our most valued exchanges we have to take note of the *Canada Educational Monthly*, which Mr. MacMurchy of the Toronto Collegiate Institute continues to conduct with excellent taste and ability : *Education* which Messrs. Kasson and Palmer are improving every day as the standard educational periodical of the Anglo-Saxon World : *The Quarterly Register of Current History*, which cannot be too highly recommended to our teachers who desire to lead their pupils into the habit of observing what is happening in the world at their time of life : and the *Boston School Journal*, which, with the *Teachers' Institute*, ought to be in the hands of every progressive teacher. An excellent issue of *Past and Present*, the Magazine of Berthier Grammar School, has been published for Christmas. It is full of good things which the present boys and the "old boys" of the institution cannot but appreciate.

THE ROYAL CANADIAN ATLAS, by J. G. Bartholomew, F.R.G.S., and published by Messrs. William Drysdale & Co., Montreal. This, with its forty maps, beautifully executed, and its carefully constructed index, is sure of a welcome by the teachers of the Dominion. It will even be serviceable as a book of reference in the mercantile office.

ESSAYS FROM REVIEWS, by Dr. George Stewart, Quebec, and published by the Messrs. Dawson. These essays have been selected for publication at the suggestion of some of Dr. Stewart's friends, including as they do, sketches of the lives and careers of Longfellow, Lowell, Holmes and Whittier. The English writer who publishes a work in the city of Quebec is apt to become discouraged if he measures his success by the number of copies sold. Yet Dr. Stewart's little volume, we have been told, has been well received and deservedly so ; for the sketches and gentle criticisms it contains are sure to be helpful to the student who has undertaken the study of the above quartette of singers.

COLLEGE HISTORY OF INDIA, by J. Talboys Wheeler, late Secretary Assistant to the Government of India, and published by the Messrs. MacMillan of London and New York. Mr. Wheeler is an author of some note, having issued no less than eleven volumes on the history and topography of the greatest of her Majesty's domains in Asia. The above work is an excellent specimen of Mr. Wheeler's skill in making a subject clear and interesting to students. The style is easy and lucid, while the arrangement of the book is all that a teacher would wish for, with its maps, tabular statements and carefully constructed index. The MacMillans have issued, as another of their History Primers, a synopsis of the above work by Mr. Wheeler under the title of Indian History.

GAGE'S NEW ENGLISH AND CANADIAN HISTORY NOTE BOOK, published by the Messrs. W. J. Gage & Co., Toronto. The difficulty



in getting a text-book authorised may be some reason for having such a text-book as this issued in Canada. Yet what may be lost in the usual method of studying history may be gained in time by the use of such a book. The only recommendation it should receive perhaps is that it is one of the best cram-books we have seen, and as such may eventually command the circulation which it was intended to capture. Teachers, you know, must not forget the examination.

NATURE STORIES FOR YOUNG READERS, by Miss M. Florence Bass, illustrated by Mrs. M. D. Burnett, and published by the Messrs. D. C. Heath & Co., Boston. This book may either be recommended as supplementary reading to very young classes, or may find a place in the school library. The little folks are sure to take great delight in it. The illustrations are educative.

PROBLEMS IN ARITHMETIC FOR FOURTH BOOK CLASSES, collected by Mr. W. E. Groves, of Church Street, Toronto, and published by the Messrs. Gage & Co., Toronto. A compilation of this kind is what many a teacher has longed for. Arithmetic should be taught and then studied, taught orally by the teacher and then studied through examples by the pupil. Mr. Groves deserves well of his fellow teachers in going to the pains of making such a collection of examples, as he has succeeded in bringing together. The book should be in the hands of every Elementary and Model School Teacher.

PROMETHEUS UNBOUND, by Shelley, edited by Vida D. Scuder, M.A., and published by Messrs. D. C. Heath & Co., Boston. It is a wonder that the greatest of Shelley's poems has not been brought out in this form earlier. No poem gives a better expression of the thought and passion of the great period of English poetry from which it emanated; and we have no doubt that the present edition in its attractive form will make the poem itself and its period of literature more widely known to the student of English. The volume as a text-book is very complete with its interesting introduction, which refers to the drama and the time, the study of the myth of Prometheus itself and the poem as a work of art, Shelley's own preface, comparison of Prometheus Unbound and the Prometheus Bound of Æschylus, as well as its notes, criticisms and bibliography. There is a prejudice against Shelley which such a work at this is sure to undermine in face of modern literary and critical tendencies. The book is sure to be acceptable.

ALGEBRA FOR BEGINNERS, by H. S. Hall, M.A., of Christ's College, Cambridge, and S. R. Knight, B.A., W.B., of Trinity College, Cambridge, and published by Messrs. Macmillan & Co., London. The example, and from the example the theory, is the principle of this algebra, the only sound principle on which a school algebra or arithmetic should be constructed. Our academy teachers should send for a copy of this book and judge of it for themselves. In our opinion it is an improvement even on Todhunter's excellent work.

**Official Department.**

## NOTICES FROM THE "OFFICIAL GAZETTE."

His Honor the Lieutenant-Governor has been pleased by order-in-Council of the 7th of October, 1892, to appoint five school commissioners for the new school municipality of St. Henri de Peribontha, Co. Lake St. John.

—To erect a distinct school municipality under the name of the Parish of St. Adelphe, Co. Champlain; also to erect a new school municipality under the name of St. Michel d'Yamaska.

The two foregoing erections will take effect on the 1st of July, 1893.

22nd October.—To appoint a school commissioner for the municipality of L'Ile Bizard, Co. Jacques-Cartier; also two school commissioners for the municipality of the village of la Côte des Neiges, Co. Hochelaga.

19th October.—To erect the village of St. Jean Deschaillons, county of Lotbinière, into a distinct municipality for school purposes.

26th October.—To annex the school municipality of St. Edmond du Lac au Saumon to the school municipality of St. Benoit Labu, Co. of Matane.

—To detach certain lots from the school municipality of St. Thomas de Pierreville, Co. Yamaska, and annex them to the school municipality of St. Elphege, in the same county.

The three foregoing changes to take effect on the 1st of July 1893.

—To appoint a school commissioner for the municipality of St. Donat, Co. of Rimouski.

31st October.—To appoint Mr. Robert King school commissioner for the municipality of North Ireland, Co. of Megantic, vice Mr. William Johnson.

28th October.—To appoint three trustees for the school municipality of la Côte St. Paul, Co. of Hochelaga.

15th December.—To appoint a school commissioner for the municipality of Ste. Marie Madeleine, Co. of St. Hyacinthe, and one for the municipality of St. Guillaume, Co. of Yamaska.

3rd January, 1893.—To appoint a school commissioner for the municipality of North Chester, Co. of Arthabaska; one for the municipality of Beaumont, Co. of Bellechasse; and one for the municipality of St. Jean Chrysostôme No. 1, Co. of Châteauguay.

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**Articles : Original and Selected.**

THE OLD SCHOOLMASTER.

CHAPTER VIII.

If man's the means, the system is the end,  
The former guide, the latter guidance meet ;  
True destiny is his that finds at once his friend  
The master and the system aggregate.

In keeping my promise with my friend the schoolmistress, as soon as we had been comfortably settled around the tea-table so liberally provided for by my sister, I seemed for the moment to be also keeping my promise with my readers, as I proceeded to give her an account of my early school-days. In the remote country district, where I was born and brought up, there were but few school advantages, and when the news came out our way that a young medical student from the city was about to open school in the village about two miles distant from our homestead, a family council, after seriously discussing the question of "ways and means," decided that I should be placed under his care. The prospect was one of adventure to me, the opening of a new era beyond the horizon of the first six years of my life, and well do I remember the day on which I set out with my mother for the village school-house, not so much from anything unusual that happened on the road which was more or

less familiar to me, as from the thoughts which kept welling up in my child-mind,—those marvels of expectancy that have made the warnings of other days so impressive in all our lives. Never laugh a child's fancies to scorn. Encourage him even to give them the embodiment of speech. Correct them as you may, but correct them with that reverence with which you would rectify the language of the Bible, or modify the ethics of the old dispensation. They are the weavings of an innocence that is intuitive and of the eternities, the whisperings that come from the life that precedes birth,—murmurings as solemn to contemplate as the whisperings within us of the life beyond death.

And the centre-piece of all these elemental marvellings of mine, as I trotted alongside of my mother over these two miles, what was it, who was it? The schoolhouse? Well, no; the schoolhouse I had seen everytime I had been in the village. It was a plain square frame building, with nothing of the mysterious or undefinable about it. Situated in the heart of unkempt surroundings, weather-stained and neglected, it had always been pointed out to me as a place with which in time I might become better acquainted; and though I used to wonder why it should be so often unoccupied, I never seemed to think that its being unoccupied was other than a blessing to the boys and girls of the village. Even in face of the ominous regrets of my elders, when the school happened to be closed, that the children of the district should grow up neglected, I found it impossible to believe that there was any disadvantage to me or to any boy or girl in the neighbourhood that there was no school to go to. How the notion had found its way into my little head is more than I can say. The repugnance to school can hardly be intuitional, though Shakespeare seems to have thought so; and yet I remember distinctly that there was something of a dread about me as I hastened to the village with my mother to enter the school for the first time; and unless this dread is to be explained as arising from the previous intercourse I had had with some of the village children who had been to school, or on account of the floating gossipings about the school when it had been in operation, its origin must remain shrouded in all the mystery of an intuition. Of one thing I am sure, I was not afraid of the schoolhouse as an objective-point, hardly thinking of its comforts or discomforts as I passed along the road with my mother. And as little was I exercised over those who were likely to be my schoolmates. It is not easy for young or old to escape recognition in a village. Everybody knows everybody. And the distance at which our homestead was situated from the

village in which the schoolhouse was, did not prevent us from becoming acquainted with nearly all the families in its neighbourhood, and certainly did not prevent me from knowing every boy and girl living within a radius of four miles from the village post-office. The truth is, young as I was, I was already on speaking terms with the most of them, and, whether intimacy breeds contempt or not, I had, by the time of my going to school, come to recognize them as but ordinary elements in my environment, whom to dread would be impolitic.

No, neither the possible comforts or discomforts of the schoolhouse, nor the curtailment of my personality by the personality of those of my own age, troubled me very much as we came in sight of the village. The central point or pivot on which all my thoughts seemed to turn was the being into whose hands I was about to be committed. The teacher was to me the man of my destiny. All my future was to radiate from him. What kind of a man was he? Was he godlike in stature? Was he kindly or tyrannical? What were these floggings I had heard so much about? Would I have soon to undergo the torture? Were my hands to be blistered and my body bruised? Would the lessons be hard? Was I really being sold in slavery to the hardest of taskmasters? These and a hundred similar queries flooded my mind, all depending for solution, moreover, on the character and disposition of my schoolmaster.

And, fellow-teachers, I beg of you, do not make light of these predilections of the young people who are to be with you for a longer or shorter period as your pupils. Crude as these predispositions are, they are not to be overlooked. Corrected they have to be, modified, developed, but never rudely insulted by a lack of dignity on your part. The true king knows how to condescend, but his amiability is always the condescension of a king, the sunshine in which true loyalty delights to bask. Overstraining breeds disrespect in kingcraft and in schoolcraft as well. In a word, amid all the many failures in the schoolroom, there is no more fertile source of failure than the enervating of the teacher's prerogative by self-betrayal. The dignity of authority maintained is of more service than a hundred regulations, being but the predilection verified of those over whom the authority is expressed. The pupil's opinion of the teacher is seldom a sound one, but it nearly always embodies an element of rectification for the conscientious teacher, who is patient enough to analyse it.

The hum of industry, or whatever the censorious disciplinarian may call it nowadays, was heard as we approached the building.

The school had been in operation for over a week before my enrollment, and the story had gone round the parish that the new teacher had had his hands full in reducing order out of chaos. The staccato tones of authority which arose at quickly recurring intervals, and which made my little heart beat rather wildly as we entered the porch, were tempered enough to convince me that there were still some evil-doers within who had not been completely subdued. The master was evidently conducting a class and at the same time keeping a sharp eye on delinquents elsewhere. Our arrival from the highway had probably not been noticed; for just as my mother put forth her hand to announce our arrival with a gentle tap at the door, an emphatic shout came from the master which instantly reduced the hum of industry around him to a silence still more emphatic.

"Sandy Macpherson, come up here instantly," was what we heard him saying, "Do you think I can allow such idling to pass unnoticed. Come up here at once."

My mother could not fail to perceive that her knock at the door had escaped the master's notice, and yet, as I have often since thought, she did not seem to be in much of a hurry to repeat it. Perhaps she was as much perturbed by the master's manner as I was, and lost her presence of mind for the moment, or possibly she was intent on catching a glimpse of his methods of discipline.

"Do you refuse to come up at my bidding, sir?" the master again shouted. Sandy was evidently one of the evil-doers I had been thinking about. Were there many of them? Was I to be one of them?

"I give you one more warning," said the teacher.

"I wasn't doin' nothin'," was the answer that came from a half-defiant voice.

"I cannot take that for an answer to my order. It will be time enough for you to enter a defence when you have obeyed me."

"You can ask Charley Nichols here, if I wasn't doin' nothin'. Aint that so, Charley?"

"That has nothing to do with the question," and we could hear the master step from the platform, and pass hastily across the floor.

"Make up your mind at once," we heard him say, "I have told you I mean to be obeyed, from the first day I took charge of this school. You have therefore but one of two things to do, Sandy," and it seemed to me as if all passion now left the master's voice, "you have either to pass up to my desk in front

there as I have bid you, or"—but before the alternative was enunciated, the refractory Sandy had made a movement, and we could hear teacher and pupil pass to the front amid the continued silence of the school.

"He'll manage," I then overheard my mother say, as seemingly recollecting herself, she rapped at the door for the second time.

The introduction which followed was a very short one, as far as I was concerned. Would that all such introductions were as short; for of all agonies the teacher has to undergo at the hands of the parent, perhaps none is more acute than the process of having the virtues of the pupil catalogued in the presence of the parent, pupil and teacher within the precincts of the school building, before the pupil has had any opportunity of showing how far he or she deserves or does not deserve the praise. How easy it is for a vice to be venerated as a virtue. no one knows so well as the teacher who has to listen to the rigmarole of the indulgent parent. Even the politician is unable to make the worse appear the better reason with such a show of candour to his constituents, as the mother does when she presents any of her brood to the teacher, or defends them from his disciplinary verdicts.

"My boy can do no harm, unless in a kind of a thoughtless way, and you really must excuse him this time," is the verdict of nearly every parent in the land, male or female.

"My daughter may be heedless at times, but she is apt to learn and is of a kind heart," is the theory that is ever greeting the ear of the teacher.

Of course there are sensible parents who do discern the moral idiosyncracies of their offspring readily enough, but how many of them are willing to confess to others the existence of such. To do so seems to be a kind of "want of confidence motion" in themselves. It is not necessary to speak the truth at all times, especially about one's own. There may be something in the law of hereditary after all; and if there be, it would be simply suicidal for one to condemn one's own.

Nor is it different with the parent's judgment about the intellectual capacities of their children. If no parent has ever confessed to a teacher that his or her child is deficient morally, very few have been brought to declare that intellectual inferiority has ever been the fruit of their loins. In my long experience as a teacher, only one gentleman ever confessed to such intellectual inferiority in those of his own household, and it was wrung from him after years of deferred expectation that his son would come to something in my hands.

“ I don't understand it all ” said he, “ I have given the fellow every chance.”

“ And so have I,” was my answer.

“ I know you have; I feel convinced you have done everything for him in school that could be done. If I hadn't been convinced you were doing the best you could for him, I would have removed him from your school long ago. But what is the matter ? ”

Of course under the circumstances it was not for me to say what was the matter. The lad was intellectually deficient. Sometimes I had been all but inclined to think that he would never earn a living for himself, but it would have been a sacrilege for me to say so to his father, who had only been able to make a living for himself and family by receiving a government appointment after he had run through the fortune his father had left him.

“ I don't understand it,” he repeated, “ my daughters are the same. They cannot learn. They are good girls. Manage household matters pretty well. Of great help to their mother; but beyond that they have no reputation for ability of any kind. They never did anything at school. They were always being outstripped by their schoolmates, and how it comes about is more than I can say.”

And of course it was more than I *dared* say at the moment.

“ Now as for me,” he continued, “ I have always been able to make my way in the world. I have had my drawbacks of course, as every man has had. I was left well off by my father it is true. But the hundred thousand dollars which he left me were not lost from any fault of my own, from any mismanagement on my part. I had always my wits about me. The times went wrong. Property declined in value from the change of trade. And I was obliged to turn to a political situation. But nobody ever has had to say that I am a fool. In fact I don't believe I am a fool,” and he struck his Micawber-like bald head as he said it by way of emphasis. “ No, I don't believe I am a fool, and why my children should be fools is more than I can make out. The fact is, schoolmaster, I believe the children take after their mother more than after me.”

My mother had some conversation with the master after the door had been closed between them and me. What that conversation was, was no business of mine to find out, nor was I anxious at the moment to make anything of the world I had left behind me in presence of the world into which I had been ushered.



There was Sandy Macpherson standing at the master's desk, waiting for results as soon as the master would return from the door. He did not appear to be over penitent, for the leer on his countenance seemed to encourage the whole school back into the hum of industry, which had somehow or other, now that I was in its very presence, not a little of the hum of rebellion in it. But what a new world it was to me, grouped as it was round that figure of the arch-rebel Sandy Macpherson. The fiend condescended to wink at me and the whole school seemed to join in the mockery by uttering a loud guffaw.

"Silence," said the master putting his head in at the door from his interview with my mother.

And silence for a moment prevailed.

Then the arch-rebel made a grimace that might have made the furies laugh, and the school of course burst out into a second guffaw.

"Good morning," said the master, as he returned from my mother to his school. "I shall see that your boy has every chance of getting on."

And it is but reasonable to suppose that my mother returned him like greeting as the door closed between them, though that was not the end of it.

"A fine school you are" said the master, as soon as he had indicated to me the seat I was to occupy and had resumed his place at the desk on the platform. "A creditable school for any man to be master of, and don't you think so? I thought we had come to something of an understanding the first day I took charge here. I pointed out to you then the relationship that was to exist between you and me. Perhaps I neglected to tell you the respect that was due to the public from you, should any parent appear at our doors. When the knock was heard at the door there was no necessity for you to cry out, 'some person at the door, sir,' no necessity whatever, and you will please remember it in future. Besides, while any parent and I are in conversation in the porch, I expect that the whole school will treat us with courtesy. If there is silence when I leave the room, there must be silence while I am out of the room, and silence when I return to it. If there be a hum of task learning when I leave the room, the same hum should continue until I return. The school is a school, whether I am present or not, and the purpose of a school is to have work done by its pupils. Are you the pupils? Then you are the school; not I. On the first day of our meeting I put this plainly before you. If Sandy Macpherson here, or any other pupil should so

far forget himself as to break some of the rules we have agreed upon, so much the worse for them, but not so much the worse for the school as a whole. The school is ours, not Sandy Macpherson's, not any evil-doer's. We must see that its good name is protected, and, come what may, I trust you will all join with me in supporting the good name of our school within and without."

### **Editorial Notes and Comments.**

The mission of Dr. J. M. Rice, who has been employed by the *Forum* as a sort of perambulating commissioner to collect facts bearing upon the outcry against the character of the common school education given in the cities of this continent, is reaping some results, though possibly they are not the results which were to be expected, either by the friends of our schools or those who find fault with them. Baltimore is the city which Dr. Rice has first invaded, and in his report there is the roughest of handling of the methods of instruction he happened to see as he passed from class-room to class-room. The *Virginia School Journal* in criticising this mission, or rather raid of the *Forum's* commissioner, states the case in this way, and no one can well accuse it of prejudice in its statement of the reception his report is likely to receive: "The Monumental City will doubtless pronounce the Doctor a monumental fraud, but if her critic has used common honesty in detailing the organization under which her schools exist, the case will go largely against her. It is useless to speculate upon the character of the vegetation of a region destitute of rain and swept by Arctic winds. Just so, multiplied illustrations of bad teaching are not needed to sustain an adverse judgment against a group of schools taught by twelve hundred untrained teachers, selected without test of merit, absolutely secure in their positions, and practically without supervision. It is hard to believe, however, that the recitations reproduced by Mr. Rice are fair samples of the character of the instruction done in Baltimore. The exercise in arithmetic is a faithful reflex of more schools than one, but the teacher of reading was clearly 'shut up' with embarrassment, and that physiology lesson, if not a caricature, as it seems to be, was possibly a joke perpetrated by the sly teacher on her prying visitor. At any rate, it is a fact that in large cities very excellent and very execrable teaching is carried on frequently in the same building. Superintendents in a single day's inspection experience the varying emotions of the peacock in

looking first at his feathers and then at his feet. But using all charity possible, the case looks bad for the city on the Patapsco as regards both school organization and instruction. She has been caught napping. That her teachers should exhibit such indifference to the improvements that have taken place in recent years, especially in methods in arithmetic, geography, and elementary science, indicates a downright lack of conscience. They seem to be in blissful ignorance that such men are living as Balliet and Speer, Parker and Frye, Apgar and Jackman."

—The *School Journal* of Iowa has also its say on Dr. Rice's mission to the following effect: "Dr. Rice is a gentleman of culture who has travelled much, and has studied in the German universities. As a teacher of teachers, or as a professor of pedagogy in a college, he would undoubtedly prove a success. But we doubt very much whether, if placed in charge of a school of the grade of those he visited, all his pedagogical learning would save him from blunders, as mortifying as those he so vividly describes. In fact the wretched methods in these schools were due as much to something else as to the want of professional training. Tact, skill, common sense, the power to adapt methods to the wants of individual schools, habits of observation, without these the teacher will fail, and no amount of pedagogical lore can make her school a success. We are heartily in favour of normal schools. We believe in professional training. We wish that the state laws were so framed as to look to a time when the school house door will be closed to every applicant for a certificate, who has not made some special preparation for his work. But nevertheless there are in the schools good teachers without professional training, and we are not yet ready to dispense with their services."

—And when we place the criticisms of another educationist alongside of Dr. Rice's, we readily arrive at the decision that there are two sides to the question. Superintendent Powell writing to the *Journal of Education* and referring to a visit he lately paid to a city Normal School, makes the following report: "The work of all the graduates of the City Normal as we found them teaching in the different grades was of a high order. In most of the rooms independence and ease and good expression characterized the reading. A test of the ability to read at sight was made in some of the rooms with quite satisfactory results. The work in mental arithmetic showed splendid teaching. Spelling exercises were heard in eleven or twelve buildings and were not of the character reported by Dr. Rice. On the contrary, there was the written spelling of words found in the

reading and other lessons. These words were pronounced by the teacher, spelled by the pupils on their slates, the slates exchanged, the words spelled orally, the mis-spelled words marked, the slates returned, and the pupils required to spell correctly their mis-spelled words. In some cases the pupils were required to use the words in sentences. Recitations in geography were heard in nearly all the buildings visited. Some of them were models of teaching, according to the generally accepted theory of teaching. It was evident the pupils had to do some studying and that the geography recitation was not a play time. The facts set forth in the books were recited, not verbatim, but intelligently. The wall maps and other aids were well used. The observations here set forth were made by teachers some of whom have been teaching, visiting schools, and studying methods of teaching for many years and in the interest of no fad in teaching but that our own schools might be made better."

—In our own province there seems to have been again brought to the front the question of professional training at our universities, a question which was brought up at the last meeting of the corporation of McGill University and to which reference has been made elsewhere. Whatever may be the issue of the bill at present before the legislature, the *Star* has been able to place before its readers the two sides to the question, and we quote from it the arguments which a leading French Canadian practitioner has advanced in favour of the bill and the reply of Dr. Craik, Dean of the Faculty of Medicine of McGill. "The new Bill," this gentleman is reported as saying, permits, as does the law now in force, all B.A.'s to study medicine without passing before the Board of Examiners. The only change which the new Bill asks for is that two new examiners be added to these four, so that examinations be disposed of with more despatch, and that they include two or three more matters. McGill, so far as we know, has had no reason to complain of these examinations. Why should it have more reason to complain in the future? If the students of McGill do not like to pass before this Board they can take their B.A. degree, and then they are admitted without further examinations, and as a right. We therefore conclude that the new bill does not change anything in the present state of affairs as far as the study of medicine is concerned. Why then should McGill oppose it? Now, as to the examinations for the admission to the practice of medicine. It is known that the great majority of the graduates in medicine of McGill College practise outside the province of Quebec.

These graduates will not have to present themselves before the Central Board of Examiners any more than they have to go before the Board of Governors now. They go back to practise in their own country with the degree of McGill and without the license of the province of Quebec, which they do not need. The license is needed only for those who wish to practise in the province of Quebec. For the larger number of its graduates, the objections raised by McGill are not well founded. As to the minority of the graduates, that is to say, those who settle down in the province of Quebec, and who must obtain the license from the Board they should not be afraid to stand the examination. Is the medical faculty of McGill not admirably provided with buildings, laboratories, museums? Its professors are able men, who are well paid for their lessons, and, therefore, the students have all they need to qualify and pass their examinations honorably, no matter who the examiners may be. What objections therefore can they have to the new Bill? We have mentioned lessons in the Bill and our English speaking citizens do not seem to have understood the full meaning of the word as employed by us. If in English the word lesson is almost synonymous to the word lecture, such is not the case in French. The word lesson with us means, instruction given to teach something. By the generic word lesson we mean practical, demonstrative, physical teaching. We want to have our students practically taught. We have as many clinical and practical lessons at the Hospital on internal and external pathology, gynecology and ophthalmology as they have at McGill and we want to increase rather than reduce the number. We have no objection to adopting a similar curriculum of medical studies for all the provinces of the Dominion, such as has been proposed by the Ontario Council for some years past. The Medical Council of Ontario does not exact a diploma from a school of medicine for those who come up for examination for the practice of medicine, while we require a university degree before being admitted to examination. Is this not a protection for the universities, while it is at the same time a guarantee for the profession generally that the teaching bodies are sufficiently severe in their examinations? We are informed that McGill would be favorable to a central board of examiners for all the provinces of the Dominion. In that case the principle of a central board would be good, but it seems that the moment this principle applies solely to the Province of Quebec it becomes worthless. Still we have shown on many occasions that we were generous to our English confreres by granting them

a representation on the Board and a greater influence than they could exact by the figure of their population. We will do the same thing in this new Bill, because we have as broad and tolerant views as in the past. Is such the case with our compatriots of origin foreign to our own? Their opposition to this Bill would lead us to believe that such is not the case. We are convinced that if all the doctors of the Province of Quebec were of English origin, this Bill would not be opposed. We are the great majority in this province, and there should not be surprise that we should have our proportion of influence. 'Science has no country.'"

—Dr. Craik on the other hand, according to the report of the same newspaper strongly deprecated the raising of the race question in the preceding interview. The point at issue is not, he says, a question of French against English, but of the English against the Parisian methods of medical study and examination. The new Bill proposes to increase the Central Examining Board by two, but does not provide as in the past that there shall be an equal number of English and French examiners. That is Dr. Craik's chief objection. Not that English doctors, as such, are slighted, but that English methods cannot, under the proposed legislation, receive due consideration. "We do not anticipate unfairness," said Dean Craik, "but we do expect disadvantage. We know that our own French-speaking friends have no wish to do us injustice; but in the very nature of things we must stand at a disadvantage. Our methods are practical while the examinations of this Board will be oral. In this interview I see that allusion is made to the fact that McGill is well equipped with modern appliances for the study of medicine and the question is asked: 'Why then does McGill oppose the Bill.' We oppose it for one reason, because this Board cannot use such equipments as ours in their examinations. Our final examinations are as practical as our course of study. We bring our candidates into the dissecting room and see there whether they are capable operators; we bring them into the laboratory and, as part of their examination, we see how they can analyse: we bring them into the hospital and observe how they diagnose and prescribe. Can the proposed Provincial Board do the same? We know they cannot, and that is why we protest. Their test of a student's fitness to practice medicine is, I repeat, not a practical or demonstrative, but an oral and theoretical test. This doctor, whose name is not given, speaking in this interview, proves too much when he cites the fact that the proposed Board will insist on each candidate having a uni-

versity degree before coming up for final examination, whereas Ontario does not seem to insist on such superior fitness. The difference is this: That in Ontario the examiners have appliances at their disposal wherewith to make a practical demonstrative examination, but the Quebec Board know that they cannot make such an examination. Hence they require a university degree, which proves in advance that the graduate will be a capable practitioner. And yet they ask for power to destroy the value of our degrees! Again, the argument is used that we do not understand the meaning of the word *leçon*, as used in the Bill. We do not misunderstand it. We know that the general word *leçon* implies not only lecture but object lesson, practical teaching. But what we protest against is that the Bill does not specifically provide for practical teaching in anatomy, etc. As to the argument that we are inconsistent because we would consent to a central board for the Dominion, but not for Quebec, we reply that in the whole Dominion we would have a larger field from which to select a capable Examinatory Board. We insist that it is not with us a question of race against race, but of method against method. We know that many of the leading French-Canadian physicians and professors are with us in opposing this Bill, and we are confident that it shall not pass."

—The element in our education which recognizes the development of the body is receiving more attention in our schools than it used to do, and even now a warning note has been heard in the cities that we may not be far from the point of overdoing it. Our wary contemporary, the *Educational Journal* of Toronto, has lately referred to our efforts to make more of our schools than mere lesson learning factories, in this way: "But let us have a care lest in shunning Scylla we plunge headlong into the jaws of Charybdis. We have a strong suspicion that more injury is done to the health of school-boys and students in these days by over-exertion on the play-ground or in the gymnasium than by the neglect of outdoor exercise. And if excessive attention to athleticism is really worse than useless for the preservation of health, it is not, so far as we can see, really necessary as a preparation for any of the higher purposes of life. Why should a human being desire to develop his muscle until his limbs become knotted and rugged as those of a cart-horse? How is he thereby better fitted for any of the best uses of life, especially in these days when machinery is constantly superseding the necessity of brute force? Few will, we think, suppose that devotion to athletics conduces to increase of

brain-power. We suspect that it rather robs the brain of supplies which are necessary to its healthful development. That it tends to develop the higher emotions and aspirations would be still harder to believe."

—The college craze for athletics, another phase of this question, comes in for condemnation, even more forcible than the above, from the venerable Dr. Cuyler in the *Evangelist*. "Whatever the views of college faculties may be," says that gentleman, "there are thousands of sober alumni who look on this whole craze for intercollegiate athletic games with profound regret. Even if these match games were not attended with such a saturnalia of gambling and drinking, they are attended with mischievous results that affect the colleges themselves. . . . For weeks before these inter-collegiate contests, scores of young men are kept in training for the fight, and the talk and thought of the whole college is, to a great degree, drawn towards the impending grapple of brawn and muscle. Who needs to be told that all this is terribly demoralizing to the true literary and scientific aspirations of any college? It sets up a false standard; and holds out a false incentive and inflames a false ambition. . . . That the men who distinguish themselves in inter-collegiate games become also distinguished by legitimate intellectual eminence in after life, is denied by those who have made careful observations. Those whose names are trumpeted by the press over the land for their prowess at football, are seldom trumpeted afterwards for their great intellectual achievements. . . . I am only voicing the honest sentiments of hundreds of the alumni and of hundreds of fathers and mothers who look upon these inter-collegiate saturnalia with a sort of dismay. An education in college and university is vastly more expensive than it used to be. And one source of extra cost is to be attributed to the rage for athletics. The atmosphere of college-life is now tainted by a dangerous influence that was not known in former times."

—Dr. Kelley, of the Boys' High School, Montreal, while speaking at the late Y.M.C.A. Convention on "The Education Link, Evening Classes and University Extension," elicited from the members of the Association, by a series of questions, their opinions to the effect that there was a need for such educational work in the case of boys who were occupied during the day and who felt their need of technical education. That as the object of the Association was to advance men morally and intellectually as well as spiritually, it was in a line with their work. That it would have the effect of bringing men into the Association and



placing them under religious influence. That the business men of the community would become interested and willing to subscribe handsomely. That it would give the young men another talent to use for the glory of God.

—As a sequel to Mr. Paterson's paper on the teaching of patriotism and loyalty among the rising generation, everybody will be ready to welcome a movement which is thus spoken of by the *Montreal Witness*:—"At last we hear of the Canadians," says that journal, "a little known people, whose very existence is by many deemed to be mythical. There have indeed always been a race of people called Canadians, but that has generally been explained to be short for French Canadians, although many, both of themselves and of others, seem to assume that these are the only Canadians. It is in this pseudo-patriotic sense that the so-called national monument is being built, as though the nation was co-terminous with one race. Then there are the sons of English, Scotch, Irish and Germans who now admit themselves to be Canadians, but whose Canadianism has never found adequate expression in any outward shape. There are signs of life, however, in the real Canadian nation. It has been born. Its infancy indeed is passed. It has a separate thought and can say 'This is I.' It begins to exult in self existence, but its consciousness of separate life has not yet found expression. England's national life has bounded into deed and song for a thousand years. Scotland's traditions demand many recurring national celebrations. The memories of Ireland's ancient heroes still fill a people with unrest. At Eisteddfodd the glories of the Welsh people are periodically told over in competitive verse, but where and how has Canadian national life found expression? We are delighted with the announcement that a society or club has been formed under the name and sign of the Maple Leaf, whose purpose is to afford the Canadian nation opportunity to spread its young wings and crow a little. This club is to be the enemy of all sectionalism. It will know Canada only as a whole, and at its annual celebrations, which will, we predict, grow in significance from year to year, the glories of Canada as a whole will be celebrated, and her children taught to believe in her and to love her. The holding of celebrations is not the only or the main object of the Club. It will devote itself to the education of a serious and thoughtful patriotism in the rising generation of Canadians. The first celebration is announced for this month, at the Windsor Hall, when Principal Grant will be the orator, and the Montreal school children will be among the performers."

### Current Events.

—At the last regular quarterly meeting of the corporation of McGill University it was announced that the Governor-General would be present at the inauguration of the new buildings. From the reports of attendance submitted it appears that the number of students in law is 38, in medicine 311, in arts 347, of whom 116 are women, in applied science 165, and in veterinary science 54. This makes a total of 915 students, of whom over 700 are undergraduates for full course of degrees. The Dean of the Faculty of Arts, however, informs us that the total number of students attending the lectures of that faculty is over 500, when the students from the other faculties who attend are counted in. The number of students attending the affiliated colleges are: Morrin College, 34; St. Francis College, 14; and Stanstead College, 8. The number of teachers in training at the McGill Normal School is 116 this year.

—The successfully inaugurated Kindergarten movement in Montreal is thus spoken of by one of the newspaper reporters:—What is it all for? A motto on the wall of the High School Kindergarten room gives the grand but vague answer, “Not for school, but for life.” Come in at ten o’clock if you want to see the intellectual side of the training. The morning songs are over, and the children are sitting down to the hard work of the day. At one of the low tables we see a small pile of blocks in front of each child. “How many bricks do you see on top of your cube?” is the first question the teacher asks, then, “Take in your right hand the brick at the right hand side, and place it two inches back of your cube, with the short narrow face looking at you.” Well, some of the tots need a good deal of showing—perhaps you would not do it right yourself—but all the blocks are soon laid according to directions and form a pattern which the teacher suggests is like a windmill. Here one little lisper begins with more enthusiasm than lucidity to tell how she saw a windmill in summer. The blocks are moved in orderly succession to change the design and the lisper sees a resemblance, this time, to a picture frame. Meantime, the senior class have been building elaborate gateways with blocks which they will describe to you as cubes or square prisms, and at another table we see a pattern in triangles. The playtime, which comes in the middle of the morning, is much appreciated. At the Model School Kindergarten you will see the children of the primary classes crowding in at their recess to join the Kindergarten children in playing “cat and mouse,” “scissor-

grinder," etc. All the games are accompanied by songs, and in one the "Anvil Chorus" is hammered out by little fists while a "blacksmith" in the centre of the ring shoes a horse and mends a chain. "Strike, boys, strike, while the iron is hot." The High School Kindergarten was welcomed from the first with an overflowing house. The existence of the Model School Kindergarten, on the other hand, though, but for the lack of pupils, it is in all respects equally good, seems not yet to have reached the parental consciousness. The parents do not know of its existence. It has everything now but a sufficiency of a commodity which is seldom scarce in this world, namely, children.

—In his first lecture before the Teachers' Association of Montreal Prof. Moyse gave the following summary: Literature, he said, could not admit of an exact definition. Unlike science, it dealt not with concrete things, but with abstractions. It was but the expression, the external of thought. Its main feature therefore was form, and form had two leading divisions, poetry and prose. Artistic form constituted style. The end of all literature was the highest development and culture of the human mind. As a prospectus of this proposed lecture Prof. Moyse divides English literature into the following periods: (1) the period of the formation of the language before Chaucer; (2) the period of Italian influences, Dante, Petrarch and Boccaccio on Chaucer and his followers, Tasso on Spenser, and the influence of polite society in Italy on England; (3) the French influence from Dryden to Defoe, which was strong and well defined; (4) popular influences, when literature was written for the people, not patrons, as from the time of Defoe to the French Revolution, and from the Revolution to the present day.

—The authorities of the observatory of McGill College, lately reported progress on the work of redetermining the longitude of Montreal. The chief assistant of Greenwich observatory has visited Montreal in connection with this work. The work has been delayed through the fact that the longitude of Paris is being determined at the same time from Greenwich. The result, it is hoped, will be published in April. It will give the Montreal observatory exceptional advantages, which are equalled only by those of Harvard on this continent.

—A very important step concerning admission to the professions came up for consideration at the last meeting of the corporation of McGill University. The committee of deans of the faculties of art, law, medicine and applied science reported unanimously that they thought it would soon be practicable to make it an essential condition that candidates to the profes-

sional faculties should take a course of two years in the faculty of arts as a preliminary. The course would then be so arranged that the B.A. and professional degrees could be obtained within six years. It is, of course, essential to success that any such important change should be introduced gradually and cautiously, and it was resolved that the question of the steps to be taken should be referred to the faculties.

—The system of giving public lectures under the auspices of our universities has been successfully inaugurated in Fredericton, New Brunswick. The lecturers whose services have so far been secured are Mr. John V. Ellis, editor of the *St. John Globe*, the Rev. J. D. Soyres, Mr. Scott, editor of the *St. John Sun*, and Mr. Powell, M.P.P. Could something of this kind not be done in connection with all our colleges?

—The second regular meeting of the Teachers' Association was held in the Normal School on the evening of Friday, the 20th of January, and was very well attended. The programme consisted of "Patchwork," read by Mr. N. N. Evans, M.A., Sc., of McGill University; a recitation by Miss Simpkin, music by Miss L. N. Evans, and songs by Madame Cornu and Mr. Evans. But the principal item was a paper by the secretary, Miss E. Binmore, B.A., on "The Financial Outlook of the Women Teachers of Montreal." Avoiding contrasting the salaries paid to men and women, Miss Binmore confined herself almost entirely to an examination of the comparative salaries paid in Montreal and other large American cities to women teachers. The information was obtained by application to the Superintendents of the various cities, whom the writer thanked for their uniform promptness and kindness in supplying the desired information. The essay was listened to with great interest by all present, and at the close of it Mr. H. H. Curtis of the High School, seconded by Mr. L. R. Gregor of McGill University, in thanking the writer of the paper, moved that information so obtained would be valuable, and that Miss Binmore be requested to furnish it to the press for publication and to the School Commissioners of Montreal. Mr. Curtis' motion was carried unanimously. We hope to be able to give to our readers Miss Binmore's paper in next month's RECORD.

—The London School Board has just decided to appoint a special committee of thirteen members to consider what shall be done respecting its superannuation fund. Next Lady Day the whole of nearly £100,000, which the Board has accumulated since Lady Day, 1888, by deductions from teachers' salaries, must be returned to the teachers, unless, meanwhile, some fresh

agreement is made with them. The Bill, which Sir Richard Temple succeeded late one night last session in passing through its second reading stage, is not acceptable to the large majority of the teachers, as it is considered to be too indefinite and to leave too much power in the hands of the Board. Most of the teachers would prefer some such scheme as the superannuation and provident fund being formed by the London County Council. The Executive Committee of the Metropolitan Board Teachers' Association, representing 5000 of the teachers, has just been considering the question, and has agreed to inform the Board that if the following principles are included in its Bill it will receive the hearty support of the teachers. The provisions are similar to those granted to the London County Council in their General Power Acts of 1891 and 1892:—(1) That in any scheme drawn up under this Act, provision shall be made for the return of the whole of the contributions of the employés, with compound interest at the rate of  $2\frac{1}{2}$  per cent. per annum: on their leaving the Board's service through resignation, death, or dismissal. (2) That in any scheme drawn up under this Act provision shall be made for granting, at the option of the employés, in lieu of the return of contributions, with interest, equitable superannuation proportional to the amount of contributions and length of service, to employés compelled to leave the Board's service through failing health, after having been employed by the Board for fifteen or more years. (3) That the Board shall contribute to the fund each year an amount equal to the sum contributed by the employés. (4) That the superannuation shall be absolutely claimable at the specified age. These provisions differ from the powers granted to the L.C.C. in being less favourable to the teachers. Under Clause 41 of the General Powers Act, 1892, the Council is empowered to return in addition to the employés' own contributions, with interest, the Council's own contributions to such employés as become incapacitated, and to the representatives of those who die before reaching the age at which superannuation is claimable.

—The Democrats come into power in March and the teachers across the line are beginning to ask who will be appointed as commissioner of education? Dr. W. T. Harris has held the place for the past four years; but it is probable that some Democratic educator will desire it. The official duties do not demand a man of large abilities; but the commissioner is often invited to attend educational meetings, and then it is expected he will tower above all others. It is fortunate that the past has been dignified by the presence of a man of the

calibre of Dr. Harris. Several Democratic educators are getting their papers ready.

—The Detroit School Board has rescinded a former resolution which allowed only graduates of Detroit public schools to become teachers in that city. The following take its place:

“Resolved, That no applicants shall receive positions as teachers in the primary and grammar schools without fulfilling the following conditions: They must either be graduates of the Detroit Training school or they must have substituted 200 days after having passed an examination which would entitle them to admission into the training school; or they must give to the Committee on Teachers and Schools satisfactory evidence of having taught successfully elsewhere for three years.”

—It is a rare thing for a judge to side with a whipped boy when a teacher is sued for severity in punishment. The court usually thinks the boy deserved it. Judge Miller of Washington, in a case against Principal James Stewart, said in exonerating the principal: “It is a bad day for children when the power to correct children is taken away from the teacher. Instead of complaining, parents should praise the teacher for the interest manifested in their children. Spare the rod and spoil the child, and spare the child and spoil the rod.” It would be well if the same could be said about one of the judges of our province who lately fined a poor teacher forty dollars for having left the mark of his thumb and fingers on a stubborn boy’s arm while forcing him to submit to the usual discipline of the school. Our judges should have some consideration, when they become ultra humane, of the future prospects of the teachers whom they thus taboo by a judgment which is more or less of a momentary impulse.

—The teacher may give his pupils some notion of the great wealth which Jay Gould has lately been obliged to leave behind him from the following way of putting it: To get some idea of the vastness of the possessions of the late Mr. Jay Gould, let us take some interesting calculations. Suppose his millions to be changed into £5 notes, and these notes joined together in one strip, it would reach from London to Moscow. Suppose you change those notes into sovereigns, and place one sovereign upon the other, they would make a column seventy-three miles high. Suppose the sovereigns were to be transferred from one place to another, you would require an army of 11,400 porters, each to carry 112 lbs., or fifty-seven railway trucks. Suppose, again, those sovereigns were changed into shillings, it would take you nearly 240 years, working night and day, to give away one

shilling to each person, at the rate of ten persons each minute. You would have one shilling for every person in the wide world. There is one good story told about Jay Gould that will bear repetition. Once when he was in London he called upon the Rothschilds, to whom he was not known personally. A clerk brought back his card with a polite message, "Mr. Rothschild regrets that he is too busy to receive anyone just now, but he may inform Mr. Gould that Europe is not for sale." It is almost too good to be true.

—But in giving a lesson in ethics we would advise them to classify the following as a gross piece of impertinence :

"The late Jay Gould was close-fisted in his lifetime, nor did he become open-handed at the last, for it is said that not one dollar of his hundred millions has been left for a public or charitable object. There is consistency in this, but that is its sole merit; and it is a sort of consistency on which the world does not place much value. If it shows that Jay Gould was not ambitious to play the hypocrite, it also shows that he did not repent of having ruined thousands in making his own fortune. Were all wealthy men to follow his example, what an utterly sordid and selfish world this would be, as compared with what it is at present—and there are many who think that in those respects it is far from ideal. That he felt qualms of conscience like those that tortured the usurper of King Duncan's throne, is hardly to be conceived; yet if we may judge from the general bitterness of sentiment expressed regarding Jay Gould, Macbeth's description of himself was not inapplicable to the American Cræsus in his later days—"

"My way of life  
Is fallen into the sere, the yellow leaf;  
And that which should accompany old age,  
As honour, love, obedience, troops of friends,  
I must not look to have; but, in their stead,  
Curses, not loud, but deep."

### **Literature, Historical Notes, etc.**

A railway has been opened this year between Joppa and Jerusalem. On the day of opening all the inhabitants of Jerusalem and the neighboring districts gathered near the railway station to do honour to the occasion, which was celebrated by a banquet. The line is now open for traffic; two trains run every day from Jaffa to Jerusalem and the opposite way, passing by the towns of Ramleh and Lydda and several villages. Tourists may now be assured of finding comfortable accommodation on their journey to Jerusalem. Starting from Jaffa in the afternoon at

two o'clock, they reach Jerusalem in three hours and a-half, arriving in the Holy City before six o'clock in the evening.

One of the Rev. Sydney Smith's characteristic jokes, in some conversational allusion to the first employment of passenger-steamers on the Levant coasts, is apt to be remembered. "Easy, stop her! Anybody for Joppa?" with reference to the familiar cry on board the Thames penny steamboat, had a rather droll effect. Jaffa, pronounced Yafa, is a town with some export trade in wheat, sesame, grain, oranges, silk and soap; a landing-place, of course, for thousands of Mussulman, Jewish and Christian pilgrims, the residence of a Turkish Kaimakam subordinate to the Pasha of Jerusalem. The harbor, for small vessels only, is a basin formed by natural rocks under water and by the remains of ancient works of masonry; its northern entrance, by the mole or pier, is endangered by sandbanks, and that from the north-west is very narrow. Larger vessels and steamers anchor in the roads half a mile from the shore; passengers are landed by the boatmen. The town, built of tufa, with narrow, dusty streets, lies on a yellow beach, at the foot of a rock, 116 ft. high; to the north are orchards and palmtrees. There is a Greek monastery on the quay, and a Latin hospice, founded in 1643, said to occupy the site of the house of "one Simon, a tanner"—but the Mohammedans claim this distinction for the site of a mosque near the Fanar, or lighthouse; an Armenian monastery, too, in which Napoleon, when it was a French military hospital, ordered the plague patients to be put to death by poison. At Jaffa, also, four thousand prisoners of war, by his order, were deliberately massacred. In the eighth century there was a Greek Church of St. Peter, on the supposed site of Tabitha's house. A German religious colony is settled at Sarona, two miles from the town. Joppa was occupied in the twelfth century by the Knights Crusaders, and was the scene of conflicts between Saladin and Richard Cœur de Lion.

#### AN EASTER THOUGHT.

In lowland vale, the dearest far to me,  
 Where nature hums as in a mead of flowers,  
 I hear the sweet-lipped chimes arouse the lea,  
 And wake its slow response to Sabbath hours.  
 Within, the drowsy echoes find retreat:  
 Without, the murmurings of springtide meet,  
 Where cloistered brook sings in its nearer bowers,  
 Till seems it, as if nature would begin  
 An anthem in my being, ushering Easter in.



Of Sabbath morns, the precious of the year,  
 Thy sweetness maketh meek the landscape's face,  
 And from the dews of prayer distils a tear,  
 To scent the heart, a chamber fit for grace.  
 Where leads its course the soul oft wisteth not,  
 When faith turns down the bridle-path of doubt,  
 That winds about so oft a hapless maze ;  
 Yet, ere thy paschal chimes have died away,  
 Truth's highway broadens as it finds the sheen of day.

On wing of dawn new light illumes the soul,  
 And wrestles with the world creeping in,  
 While conscience reads, alarmed, the memory-scroll  
 Of motives sabled by the breath of sin.  
 Alas ! how strength is weakness in the strife,  
 We find within the narrowness of life !  
 How can the soul be shriven amid the din ?  
 Not till it seeks its foster-strength in love,  
 Not till it finds, through faith, a wisdom from above.

The sombre homestead, cowering in its nest,  
 One day in seven, unheeds king rooster's call,  
 But waits the clarion claims from spire addressed  
 To break the gossamer bonds of dreamland's thrall.  
 Yet, ere the dew hath lost its lingering drops,  
 The smoke comes winding from the chimney tops,  
 To signal me within the boundary wall,—  
 Or others warn the homeward path to take,  
 To greet the sounds of duty that are now awake.

Such respite-rest to all the world owes,  
 And stint of toil enhances Sunday fare ;  
 As round the frugal board the family shows  
 A cheerful meekness void of secular care.  
 From worldly themes the converse turns away,  
 Though thoughts are busy with approaching day—  
 With friends and neighbours who will soon repair,  
 A wistful throng, to celebrate the hour,  
 When Christian power, from sleep of death, arose to power.

And, thanks returned, the simple record's read  
 How once the Son of Man atoned for man,  
 More wondrous still, how rose He from the dead,  
 That hopes immortal mortal love might fan.  
 And from the family altar prayers ascend,  
 That conscience, finding peace in faith, would end  
 The day in peace, as only conscience can,—  
 And that the elect would find communion sweet,  
 Around the table where their privilege 'tis to meet.

The poor have little need for sumptuous laws,  
 To bridle pride or love for dress impair,  
 Yet, ben the house, the young folk seek their brows,  
 That seldom ken as yet a week-day wear.  
 If 'there's distress that thrift hath never borne,  
 How doubly poor's the thrift, on Sunday morn,  
 That hath no second better garb to air  
 In God's own house: and so both old and young  
 Adorn themselves, as best they may, to join the throng.

The hour draws near, at last the bells ring out,  
 And echo answers from the solemn streets,  
 As pass the worshippers with mien devout,  
 To hear the story that their heart repeats.  
 To worship God! nay more with Him to feast!  
 The emblems of His body's passion taste!  
 And with the chimes the hum of life retreats  
 Across the glebe, beyond the grass-hid mounds,  
 Where saintship marks its rest within the church's bounds.

Within the sacred courts the snow-white lines,  
 A space reserved, mark where the faithful meet;  
 Then cometh pause, when once the bell resigns  
 Its claim to call. Each solemn wales a seat.  
 The pastor and his friend from parish near,  
 With measured pace, in central aisle appear,  
 As regents of the feast. The elders seek retreat  
 Within the pulpit's shade; till "Let us sing,"  
 In presence of the throne of God, the faithful bring.

The sermon o'er, appropriate for the day,  
 The warrant read, a law for good and ill—  
 What joy it is, a guest prepared, to stay;  
 What judgment 'tis, if unrepentant still.  
 Then silence seeks anew to sift the heart:  
 Its subtle rhythm, far beyond all art  
 Of anthem-power, hath in it music's thrill:  
 Is man the Holy Place, where finds he grace,  
 Within its waking awe, his destiny to trace?

A blessing craved, as first the feast was blessed,  
 The patriarch-elders pass the emblems round,—  
 The bread, the token of the world's unrest,  
 The wine, the token of redemption found.  
 The frailties of the flesh each sad reviews,  
 The covenant-pledges broken each renews,  
 Still seeking good within,—a higher ground,  
 What is't to find? Can man e'er reach the goal?  
 Is it to do or be that purifies the soul?

Faith, courage takes, assurance comes of faith,  
 And, prayer-becalmed, the pastor's friend draws near,  
 To tell how love can conquer sin and death,  
 And sanctify the soul through faith-girt fear.

'Betray it not, nor yet thyself betray,'  
 The preacher saith, 'Avoid the world's way ;  
 With guidance from the truth thy path is clear :  
 Though narrow is the way, it leadeth straight,  
 Where peace and happiness the pilgrim's end await.'

The youthful of the flock have wondering seen  
 The mystery of the feast. They know in part ;  
 For who is wise to know what all may mean ?  
 Who can attain true purity of heart ?  
 'Tis theirs to join in praise with pure-eyed mirth,  
 Receive the blessing, and discern the worth  
 Of righteous dealing ; theirs to learn the art  
 From piety matured,—God's flock in sooth,  
 Though timorous as yet, to watch the ways of truth !

And then at length along the waking aisles,  
 Solemnity apace, all wend their way,—  
 The younger first, in haste for out-door wiles,  
 The older soon to bid them mind the day.  
 Friend greeteth friend in sober words and kind,  
 A converse fitting for the day they find ;  
 While some, with miles to go, yet fain to stay,  
 To hear at eve the helper's eloquence,  
 Have instant pressing welcome to their neighbour's spence.

In time dispersed, home duties them await,  
 The interval delayed, thrift urgeth haste ;  
 Some seek the bryres, some pass a-field the gate,  
 To seek report of flocks or straying beast.  
 The housewife and her handmaids have their cares,  
 As each her portion of the meal prepares,  
 The auld man, thinking less to-day of waste  
 Than plenty for his waiting guests, moves round,  
 To urge a sitting down as soon as things are found.

Nor of the day do they for long forget,  
 As round the table all have ta'en their place :  
 The tribulations that the saints beset,  
 The judgments fallen on men for lack of grace.  
 The doctrines of the sectaries, false and true,  
 The watchwords of the churches, old and new,  
 Reforms of eld, both orthodox and base,  
 The seniors sore discuss ; while still the young,  
 In admiration of the lore, restrain their tongue.

Yet even they to purpose converse hold;  
 Belyve outside the steading on the green,  
 Of pastor-prophets, virtured pure as gold,  
 Of prowess for the faith in battle seen.  
 Of sect-craft, and the ties of church and state  
 They hesitate to talk, but fond relate  
 The tales of church-romance; for well I ween  
 The record of the martyrs they have known,  
 Since e'er their pride awoke, to prize the land their own.

And then, from far and near, as sinks the sun,  
 The country-side assembles, keen to hear  
 The helpmate preacher. Service elsewhere done,  
 The sympathies of sect may disappear.  
 The venerated walls enclose a throng  
 Who lift their voices in the sacred song,  
 "All people that on earth." How stirring, clear  
 The grand old chorus is when thus enchoired!  
 How from a thousand hearts the words ring out inspired!

Nor is there need to linger o'er the scene,  
 No need to tell what words the preacher found  
 To stir his hearers' hearts. The tears between  
 The joys aroused, to tell were empty sound,  
 Compared to what was felt. And yet renewed,  
 Such scenes reveal the mystery of the good  
 In God and us: by them is ever crowned  
 The fading glory of the human that's divine:  
 Through them the good and true becometh thine and mine.

Yes, thine and mine, my friend; and who shall dare  
 With ruthless hand from us such memories steal?  
 Who from the past its fringe of sweetness tear,  
 As narrowness its giddy joys reveal?  
 Our lives are God's, not ours, to make or mar;  
 Our loyalty is His, in country near or far;  
 Our homes are His, within His commonweal;  
 And lingering o'er the scenes of bygone time  
 Makes, more and more, both here and there, our lives sublime.

### **Practical Hints and Examination Papers.**

—A pupil was one evening puzzling over a French exercise which formed one of his home lessons, when his mother, who has some knowledge of that language, asked him how he was progressing with his task. "Not at all, ma," said he. "I wish you would help me to get it right." The good lady proceeded to help him to the best of her ability, and between them they managed to finish the exercise in a way. "Were there many mistakes in your French exercise?" she

asked, when the boy came home from school next day. "Oh, yes, a good many," was the reply. "I thought there would, it was so difficult," said she. "Did the master ask if you had help?" she queried. "Yes," replied the boy, "and I told him pa helped me." "Why did you tell him that?" asked the amazed mother. "Well, ma," replied the young hopeful, "I didn't want the master to know that you didn't know French better than that."

—It is impossible to imagine a relation between two human beings more interesting, more beautiful, than that between the teacher, as he ought to be, and the taught. The one loves the other as the confiding recipient of instruction which is delightful to convey; and the affection is returned to him in all warmth of sympathy and gratitude.—*J. Simpson.*

### MODEL SCHOOL AND ACADEMY DIPLOMAS.

#### *Geography.—One hour.*

1. Name, and give position of five colonies of Great Britain, not including the Dominion of Canada; mention also their chief towns.

2. In what countries of Europe are coal, iron, lead, petroleum, found; in Asia, coal, iron and silver, and in what part of Africa, iron, copper and diamonds?

*(In Europe and Asia mention only one country to each mineral.)*

3. Describe shortly the following seas: Okhotsk, Behring, and Red; the Maldivian, Canary and Newfoundland islands, and give the position of the cities of Lassa, Aden and Quito, mentioning any peculiarity of each.

4. Bound, and give main physical features of Africa.

5. Give a sketch map of Australia with position of the cities of Sydney, Brisbane and Melbourne.

#### *Drawing.—1½ Hours.*

1. Draw the above example to fill three quarters of your paper, and give the order in which you proceed.

2. At what stage should a pupil begin to draw from the object or model.

3. Give directions for "lining in" a drawing.

4. Under the following heads give directions for measuring in drawing from the model: (*a*) position; (*b*) measurement; (*c*) application to the drawing.

5. If a cube lies parallel to the ground and in such a manner that the lines parallel to the ground appears to recede from the spectator, in what direction will they run if the cube is above the level of the eye? 2nd, if below the level of the eye?

#### *Book-keeping.—One hour.*

1. Describe your method of preparing a "Balance Sheet." State briefly as possible your method of classifying accounts.

2. Define "Bill of Lading," "Bonded Goods," "Bill of Entry," "Consignment," "Manifest," "Letter of Credit," "Salvage."

3. Explain the following terms used in book-keeping: "Bills payable," "Stock," "Shipment," "Account Sales," "Acceptance," "Drawee," "Protest."

4. Journalize the following transactions:

1. July 1st, 1891. Invested in business cash \$400; merchandise \$4,750; a note for \$600 in favor of John Hill, signed by W. Willing, and endorsed by H. Cooper, dated May 18th, 1891, at 90 days; an accepted draft for \$500 drawn by H. Simpson, on George Dean, May 10th, 1891, at 90 days, and accepted May 15th; R. Manning's account \$300; Real Estate \$3,000.

2. July 2nd. Sold McCrea Bros. Merchandise as per invoice \$200; received in payment cheque on Ontario Bank for \$100, their note for balance.

3. July 3rd. Shipped R. Manning \$3,000 worth of merchandise,  $\frac{1}{2}$  from store-house, balance bought from J. Heal on my note at 30 days.

5. Write out the business forms required in question IV. I.

*Botany.—One hour.*

1. What are the chief uses of the calyx, corolla, pistils and stamens in the case of any plant?

2. Explain the botanical terms protoplasm, monocious, peduncle, bract, cotyledon, sagittate, glabrous, petiole, and ovale.

3. To what order do the following plants belong, dandelion, milk-spurge, nightshade, hounds-tongue, munit, wintergreen, goosegrass, trillium, moss, and mushroom!

4. Show the difference between a corm, a tuber and a bulb, give the names of specimens of each. Distinguish also between a root and a rhizome.

5. Explain how the purpose of fertilization is effected in a plant, and describe the process of germination.

6. Mention some of the materials of which the substance of a plant is made up; describe the process of their respiration, and the character of their food. Name any plants that may be termed carnivorous, and explain the method of imparting various colours to flowers.

ELEMENTARY, MODEL SCHOOL AND ACADEMY  
DIPLOMAS.

*School Law and Regulations.—One hour.*

1. What formalities are required for the (a) engagement, (b) resignation, (c) dismissal of a teacher?

2. What are the legal privileges of a "school visitor?"

3. Write short notes upon (a) "monthly fees," (b) "school municipality," (c) "school district."

4. What persons have a right to dissent?

5. What is the difference between commissioners and trustees as to (a) number ; (b) duties and powers ?

6. How are text-books authorized for use in schools ?

7. Article 175 of the Regulations of the Protestant Committee is divided into 24 sections concerning the duties of teachers.

Give 12 of these sections, in your own words if you like.

*Physiology and Hygiene.—One hour.*

1. During the process of digestion what takes place in the mouth, stomach, intestines, heart and lungs, respectively ?

2. Show by a diagram the different parts of a tooth. How many teeth has an adult ? What rules should be observed in order to preserve the teeth ?

3. State clearly the course of the blood through the heart and other blood-vessels ? What is the "pulse."

4. What would you do in each of the following cases,—fainting, deep cut in hand, nose-bleeding, burn, acid poisoning ?

5. State briefly all your objections to the use of tobacco. Why is cigarette smoking so injurious to the young, as to be prohibited by the law in many places ?

MODEL SCHOOL DIPLOMA.

*Geometry.—1½ hours.*

1. If a side of any triangle be produced, the exterior angle is equal to the two interior and opposite angles ; and the three interior angles of every triangle are together equal to two right angles.

2. If the square described on one side of a triangle be equal to the squares described on the other two sides of it, the angle contained by these two sides is a right angle.

3. If a straight line be divided into any two parts, the rectangle contained by the whole and one of the parts, is equal to the rectangle contained by the two parts, together with the square on the aforesaid part.

4. In obtuse-angle triangles, if a perpendicular be drawn from either of the acute angles to the opposite side produced, etc.—Finish the enunciation and prove the proposition.

5. How many kinds of "Propositions" are there in plane geometry ? Name them and give examples. Name and describe the different parts of a "Proposition."

6. The bisectors of the three angles of a triangle meet in one point

*French—Two hours.*

1. Traduisez *un* des passages suivants :

(a) Par Malheur, Charlotte était restée seule, avec son père, à la tête d'une grosse ferme plus arrentée de dettes que de revenus, si bien que l'ouvrage succédait à l'ouvrage, et que la pauvre fille, qui n'était point fait à tout de soucis, tombait souvent en désespérance, et se mettait à ne rien faire pour mieux chercher le moyen de faire tout.

(b) L'enthousiasme le plus vrai, le plus extraordinaire, accueillit Colomb à son arrivée, toutes les cloches sonnèrent, les magistrats, suivis de tous les habitants, vinrent le recevoir sur le rivage ; on ne se laissait pas de le voir, de l'admirer de le questionner ; son voyage pour se rendre à la cour d'Espagne fut un triomphe continu.

2. Quelle espèce de mot est *tout* ? Exemples.

3. Qu'y a-t-il à remarquer dans les verbes pronominaux ?

4. Nommez 3 adverbess de chaques catégorie et dites leur position dans la phrase.

5. Où se place le pronom objet ? Nommez les pronoms objets indirects et les pronoms disjoints.

6. Quelle construction emploie-t-on après il *faut* !

7. Conjuguez interrogativement l'Indicatif Présent, affirmativement le futur simple et négativement le futur antérieur de *aller, se rejouir, voir, rendre*.

8. Traduisez : The more useful a thing is, the more praiseworthy it is.—He is a professor.—All men of letters consider Victor Hugo as their master.—Whatever your intentions may be, your conduct will be blamed.—Do not speak to them about it.

### Correspondence, etc.

To the Editor of the EDUCATIONAL RECORD :

DEAR SIR,—The educational authorities of our province, should they come to revise the course of study, ought to make some change in the drawing. As I see by one of the Ontario papers an important resolution was passed at one of the Teachers' Associations of that province making a change in this direction, and I would really like to see the subject classified in our province under the optionals of our Model Schools, with, perhaps, a little more freedom to the teacher in the methods to be adopted. Yours sincerely, MODEL SCHOOL.

Editor EDUCATIONAL RECORD :

DEAR SIR,—There are some who do not seem to agree with the *Old Schoolmaster*, that a man must have the stamp of an institution upon him, if he is to be recognised among the competent. The legislature is about to demand a diploma from our School Commissioners in future, a certificate from some person in the parish that they can read and write. Mr. Turnbull, of the *Open Court*, thus speaks of the diploma craze, as he all but calls it, that is to be found in educational circles across the line, and although I do not agree with him in his ironical mood, there may be something of interest in what he says to those who have no diplomas of any kind to stand as a recommendation of their ability.

“Among the superstitions common to our people,” says Mr. Turnbull, “is the delusion that magic lies in a ‘diploma,’ so that if a man can only obtain that, he becomes qualified for any trade, profession, or calling he may choose to put his hand to. It will soon be that a



man must have a diploma before he can be permitted to earn an honest living at anything. He must pass an examination before he can be a lawyer, or a doctor or a druggist, or a dentist, or practice this, that, or the other useful trade. The excuse for all that interference with our natural rights is, that society at large is interested in skilful and competent practitioners. Thinking the matter over, I am wondering whether it would not be well to demand some sort of a diploma before allowing a man to practice as a statesman, either in the provinces or in the National Congress. To be sure, many practicing statesmen would be found ineligible, but is not 'society at large' as much interested in competent lawmakers as in competent lawyers, or plumbers, or civil engineers? For instance, would not a diploma have been found useful in the case of that eminent statesman who introduced a bill into the legislature, forbidding oysters or clams to be sold in bulk in the State of Illinois, and requiring that they be sold either in the shells or in air-tight cans? And in the case of his colleague, who proposes a law declaring all persons ineligible to matrimony who cannot show a certificate that they are able to read and write in their own language?"

If this rage for the certificate is to be carried to its full extent, would it not be well for the political factions at Ottawa to combine in passing a law that no man should be allowed in future to run an election unless he has in his possession a parchment to the effect that his loyalty has never been impugned, and that he believes in teaching loyalty to the rising generation of the Dominion? Yours, etc.,

A TEACHER WHO VOTES.

### **Books Received and Reviewed.**

[All books for review and exchanges are to be directed to Dr. J. M. Harper, Box 405, Quebec, P.Q., and not to Montreal.]

EXTRACTS FROM EUTROPIUS, edited by Prof. J. B. Greenough of Harvard University, and published by Messrs. Ginn & Co., Boston, U.S.A. This is issued as the first of a series of *Sight Pamphlets* which will give, according to the announcement of the publishers, selected passages from the Latin authors with suggestive remarks and notes. For readiness in translation, these selections are sure to meet with acceptance by our college students.

THE PRINCESS, by Lord Tennyson, with Introduction and Notes by Prof. Percy M. Wallace, M.A., and published by Messrs. Macmillan & Co., London. The editor of this text-book expresses his obligations to Dr. S. E. Dawson, lately of Montreal and now of Ottawa, who, it will be remembered, issued his "Study of the Princess" about ten years ago,—a work that received the most favourable criticism at the hands of the English magazines. Prof. Wallace's work is very complete, including a general introduction which deals with Tennyson as a man and as an artist, a well written criticism of the poem as a whole, the poem itself, copious notes and an index.

PRINCIPLES OF EDUCATION, by the Rev. Malcolm MacVicar, Ph.D., LL.D., formerly principal of the Potsdam Training School, and lately chancellor of McMaster University, Toronto, and published by Messrs. Ginn & Co., Boston. Dealing with the problems of education in the form of propositions, Dr. MacVicar deserves well of the young teacher, who will find from his present work ground for developing thought and investigation in his important calling. Every page of the volume bears the impress of the industry of an educationist of wide experience and deep insight.

THE NATURAL OR SCIENTIFIC METHOD IN EDUCATION, by Professor Wesley Mills, M.A., M.D., F.R.S.C., of McGill University, and reprinted from the *Popular Science Monthly*. The teacher who would know the fundamentals of the "new education" should secure a copy of this pamphlet, which is written in that incisive style of Prof. Mills which carries conviction with it. The practical schoolmaster may not agree with him for a time, but his propositions are not to be set aside by neglect or professional prejudice.

THE SKETCH BOOK, by Washington Irving, edited by Mr. G. A. Chase, B.A., of Jarvis Street Collegiate Institute, Toronto, and published by Messrs. W. J. Gage & Co., Toronto. We recommend this volume for the school libraries of the province. With its biography, composition, critical and explanatory notes, it will make an excellent addition to the text-books for supplementary reading.

LA CHUTE, from Victor Hugo's *Les Misérables*, edited by Dr. H. C. O. Huss, Professor of Modern Languages in the College of New Jersey, Princeton, and published by Messrs. D. C. Heath & Co., Boston. This is another addition to the Messrs. Heath's *Modern Language Series* which has become so deservedly popular. As an extract from the greatest novel of the century, this the last selection of the series will be welcomed by the students of French in all our schools and colleges. With Dr. Huss's introduction and notes, it becomes easy as well as interesting reading.

A FRENCH READER, by Rev. Alphonse Dufour, S.J., Professor of the French Language and Literature in Georgetown University, and published by the Messrs. Ginn & Co., Boston. This compilation is intended to serve as a companion to the editor's French grammar, and contains a well selected collection of extracts from the best writers. The selections are preceded by short biographical notes concisely written, and containing the information which the student really requires.

MACMILLAN'S COURSE OF FRENCH COMPOSITION, by G. Eugène Fasnacht, formerly of Westminster School, and published by the Messrs. Macmillan & Co., London and New York. He who would know the French language thoroughly must give his days and nights to the translation of idiomatic English into idiomatic French, and this work, with its parallel French-English passages and classified French model extracts, has been specially prepared to assist the student who has determined to succeed as a French scholar. We know of no work that has surpassed it, in its arrangement and grading of exercises.

**Official Department.**

## THE PROTESTANT CENTRAL BOARD OF EXAMINERS.

List of Candidates who obtained diplomas in July, 1892, arranged in alphabetical order.

(NOTE.—Elementary candidates marked with a star have passed in *French, Algebra and Geometry.*)

## SECOND CLASS ACADEMY DIPLOMAS.

Chalk, B.A., Walter.	McRae, James.
Curry, B.A., Edward L.	McRae, Robert.
Fraser, M. Ethel V.	Von Iffland, B.A., Lawrence D.

## FIRST CLASS MODEL SCHOOL DIPLOMAS.

(Granted without examination to candidates holding Second Class Model School Diplomas on the ground of success in teaching.)

Fuller, George D.

## SECOND CLASS MODEL SCHOOL DIPLOMAS.

Arkley, Lorne M.	Macdonald, Mary Eleanor.
Ahern, Kate.	Mooney, Nina Eusebia.
Arnold, Gertrude.	Marsh, S. Mary.
Butler, John A.	Morrill, Victor E.
Baird, Ellen.	Miller, Grace.
Boutelle, Mary Winnifred.	McBurney, Charles.
Bradshaw, Sarah Louise.	McFadden, Jane Elizabeth.
Blackford, Lizzie.	McNaughton, Wm. Gilbert.
Evans, Thomas H.	McDiarmid, Maggie.
Elliott, Mary Jane.	Neville, Mary Elizabeth.
Fisk, Amy Golda.	Nunns, Jennie Elizabeth.
Ford, Chas. Wm.	Rugg, Jennie Hurd.
Forbes, Laura Jane.	Simons, David.
Fraser, Wilhelmina.	Stobo, Elizabeth Lindsay.
Gardner, Margaret.	Stobo, Jessie.
Hanran, Maggie.	Solandt, Jane Lydia.
Hunter, Effie May.	Snyder, Alma M.
Hooker, Mary Augusta.	Savage, Mary E. B.
Hodgins, Richard R. W.	Stewart, Lillian E.
Henderson, Emma.	Stinehour, Norman P.
Ives, Nellie Leona.	Temple, Edith A.
Johnston, Alfred.	Tompkins, Minnie Clarissa.
Johnston, Henrietta Mary.	Van Vliet, M. Leonie.
Kathan, Jane Elina.	White, Laura E.
Lipsev, John.	Wood, Helen G.
Lewis, Clarissa J. R.	

## FIRST CLASS ELEMENTARY DIPLOMAS.

(Granted without examination to Teachers holding Second Class Diplomas on the ground of success in teaching.)

Arthur, Christine.	McKenzie, Agnes.
Allan, Margaret D.	McKillop, Katie E.
Hanna, Charity.	McKechnie, Grace.
Jamieson, Kate M.	Planche, Eva M.
Johnston, Elizabeth.	Robertson, Mrs. Isabella H.
Kinghorn, Mary.	Young, Janet E.
Morrison, Annie.	

## SECOND CLASS ELEMENTARY DIPLOMAS.

*Armstrong, Alice Jane.	Davis, Isadore H.
Arthur, William Joseph.	Douglas, Maggie.
*Alcomkrack, Lydia A.	Elliott, Diana.
Anderson, Jennie A.	Edwards, Mary Almina.
*Adams, Alida W.	*Elder, Elizabeth.
Brouard, Gertrude.	England, Nellie G.
Borloz, Félicia.	Farrell, Emily C.
*Bullock, Carrie Ella.	Fowler, Anna Catherine.
*Blane, Eva Maude.	Fairservice, Mary Janet.
*Blake, Annie A.	Forrest, Olive Elvira.
*Baxter, Phœbe Grace.	*Fraser, Annie Mary.
Beckett, Annie Laurina.	Greenlay, Mary Mildred.
*Bushell, Sarah Ann.	Guthrie, Emma N.
Bulman, Edith D.	*Hindley, Margaret Maria.
Baxter, Laura Irene.	Hughes, Nellie Elizabeth.
*Beattie, Elizabeth.	Hovey, Mrs. Lois.
Blake, Nellie G.	Halpenny, Martha.
*Carbee, Charlotte Elizabeth.	Hunter, Elizabeth Mary.
*Carbee, Catherine Louise.	Hughes, Wilmina.
Cochrane, Janet.	*Harvey, Sophronia.
Carter, Ellen Margaret.	Hovie, Maud Elsie.
*Chalmers, Maggie Maud.	*Heeney, William B.
*Cameron, Gertrude Irene.	Hamilton, Hugh Edward.
Cochrane, Marion L.	*Hill, Frances Matilda.
*Chamberlin, Charles Versel.	Harbison, Maggie Amelia.
Coombe, Annie Matilda.	Hunting, Cora M.
*Chandler, Ethel E.	Hall, Susan J.
Campbell, Hattie.	*Ives, Gertrude A.
*Cooke, Maud.	*Jones, Charles George.
Chute, Carrie Marion.	*Johnson, Frances Augusta.
*Davies, Bessie.	*Kidd, Caroline.
*Dobie, Elizabeth Agnes.	Kellar, Annie Maria.
*Doray, Maud Alice.	Little, Bertha Agnes.
*Dunn, Elizabeth Alice.	Lowey, Jennie E.
Davies, Nelson C.	Little, F. Eveline.
Davidson, Alice Victoria.	*Lyster, Mabel Ida.

- |                               |                              |
|-------------------------------|------------------------------|
| *Lachance, Pepin dit Olivine. | McHardy, Annie.              |
| *Lyster, Maggie D.            | Newell, Edna Mary.           |
| *Lindsay, Margaret Jane.      | Norton, Myrtle Estella.      |
| *Little, Sarah F.             | *Nicholson, Mary J.          |
| *Lawson, Alla Bertha.         | *Neill, Joseph Kennedy.      |
| Lamb, Ella E.                 | *Norris, Emma Louisa.        |
| *Lumsden, Lizzie M.           | Pattison, Janet McCredie.    |
| Moffatt, Margaret.            | *Pettes, Dean H.             |
| *Marston, Clarissa Irene.     | Palmer, Alfred John.         |
| Macfarlane, Susan McKinnon.   | Robinson, Janet.             |
| *Morrison, Margaret Ann.      | *Richards, Susan Mary C.     |
| *Mabon, Mary.                 | Robinson, Barbara Alice.     |
| *Marlin, M. Eliza.            | Richardson, Edith.           |
| Moses, Edith May.             | *Ryan, George Henry W.       |
| Macfarlane, Jennie.           | *Ross, William Walter.       |
| *Mackay, Ida.                 | Shorten, Elizabeth Jane.     |
| Martin, Samuel Robert.        | *Suddard, Maria Charlotte.   |
| *Mitchell, Clara May.         | Smith, Fidelia.              |
| Morrison, Maggie.             | Soles, Sarah Ellena.         |
| *Moffatt, Eliza.              | Sunbury, Adaline Flavia.     |
| Morrison, Janet G.            | Smith, John Allen.           |
| Morrison, Ida Georgina.       | *Stevens, Louisa Sophia.     |
| *Miller, Martha.              | Smith, Alice M.              |
| *MacMillan, Florence Adalene. | *Topp, Jennie Ann.           |
| *McKee, Annie.                | Towle, Mary A.               |
| *McGowan, Beatrice Maud.      | *Tibbits, Ethel M.           |
| *McIntosh, Maggie.            | *Temple, Josephine.          |
| McCullough, Elizabeth.        | *Wiggett, Winifred Augusta.  |
| McDowell, George Henry.       | *Wilson, Margaret Annie.     |
| McFadden, Ellen Agnes.        | Wood, Sarah Ann.             |
| McKenzie, Robenia.            | *Whelan, Sarah Agnes.        |
| *McHardy, Jennie.             | *Westover, Egbert William.   |
| *McKay, Christina.            | *Wallace, Mabel Louise.      |
| McKenzie, Maggie D.           | *Wheeler, Nellie Theodosia.  |
| *McDonald, Annie.             | *Whelan, Sarah Abigail.      |
| *McWilliams, Bella.           | *Wright, Florence Elizabeth. |
| *McFarlane, Bella A.          | *Weld, Emma A.               |
| *McNaughton, Anna Isabella.   | Young, Janet.                |
| McLean, Norman.               |                              |

## THIRD CLASS ELEMENTARY DIPLOMAS.

(Valid for one year only.)

- |                      |                        |
|----------------------|------------------------|
| Ashton, Annie Alice. | Emery, Emily P.        |
| Ames, Grace Emma.    | Emmett, Mary Alice.    |
| Couch, Harriet Ruth. | Farmer, Nellie Mabel.  |
| Cochrane, Magdaline. | Gordon, Mary Jane F.   |
| Carey, Mary Jane.    | Humphrey, Frederick C. |
| Duffy, Irena R.      | Horner, Mary Ann.      |

Irwin, Margaret Elizabeth.	Patton, Jessie M.
Jones, Evalena Maud.	Sadler, Ann Jane.
Kathan, L. P.	Sadler, Katie.
Lamb, Lucy Janet.	Tipping, Alexander.
McCarthy, Nellie.	Thompson, Margaret.
McOuat, Margaret E. C.	Thacker, Elizabeth C.
Norris, Mary Jane.	Thornton, Mary C.
Neville, Annie.	Vernier, Eadie Lydia.
Powell, Ida Mary.	Walbridge, Helen.
Philbrick, Alice F.	Woods, Lucy Blanche.

### THIRD CLASS ELEMENTARY DIPLOMAS.

(These candidates will be entitled to Second Class Elementary Diplomas upon passing a satisfactory examination in two subjects in July, 1893.)

Armstrong, Isabella.	Hammond, Isabella Esther.
Barber, Martha.	Jackson, Beatrice Gertrude.
Brook, Florence Morgan.	Jersey, Lillian Amanda.
*Bridge, Lucian Edson.	Lagrange, Eva.
Boyd, Helen Jessie.	McEachern, Marian.
*Cruchet, Perside E. L.	McCourt, Mary Wood.
Colton, Mary Stuart.	McDougall, Mary Jane.
Chadsey, Grace R.	McTaggart, Chas. Arthur.
*Colton, Gula Ann.	*Miner, Myrtie E.
*Craik, Janet Clemy.	Morrison, Maggie Jane.
Covey, Luella O.	Pellerin, Phylinda.
Doherty, Elspeth Eunice.	Pickle, Laura Bernice.
Devenny, Lois Lucretia.	*Phelps, Blanche A.
Elliott, Elizabeth Ann.	Smith, Mary Melissa.
Eddy, Ethel Nancy.	*Seton, Jessie Margaret.
Fleming, Hattie L.	*Toof, Lizzie M.
Glenday, Minnie May.	Wilson, Edna Ellen.
Hussey, Maria Lucinda.	Worby, Myra Augustie.
Haines, Mary Louise.	Whyte, Margaret.
Hodge, Ella Kate.	

### GENERAL SUMMARY OF RESULTS.

<i>Candidates.</i>		<i>Diplomas Granted.</i>	
Men . . . . .	40	Failures . . . . .	33
Women . . . . .	285	Elem. to M. S. Candidates . . .	42
For Optional Subjects . . . . .	124	M. S. to Academy Candidates.	2
For Supplementals . . . . .	35	3rd Elementary . . . . .	32
For 2nd Elementary . . . . .	202	3rd Elem. with Supplemental..	39
For 1st Elementary . . . . .	13	2nd Elementary . . . . .	150
For 2nd Model School . . . . .	94	1st Elementary . . . . .	13
For 1st Model School . . . . .	1	2nd Model School . . . . .	51
For 2nd Academy . . . . .	10	1st Model School . . . . .	1
Total No. of Candidates . . . . .	325	2nd Academy . . . . .	6
		Total . . . . .	325

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**Articles : Original and Selected.**

FINANCIAL OUTLOOK OF THE WOMEN TEACHERS  
OF MONTREAL.

BY MISS E. BINMORE, B.A.

(A paper read before the Teachers' Association, Montreal.)

Let me recall the impression with which we left the last regular meeting of this Association. We were quite convinced that no duty was more incumbent upon us than that of making good patriots and citizens of our pupils. This feeling is endorsed by most modern educators. In New York city, principals of several larger schools impressed upon me that I must not fail to see Grammar School No. 23. Though it enrolled only 300 children, all agreed in calling it the best in the city (though one of the other schools had an enrollment of 3,200), because, in the worst part of the city, it succeeded in making loyal Americans "from a horrible foreign mass, of sometimes nearly forty nationalities." Many of the children were street arabs, not a few nameless and homeless, but I never saw deeper

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[In the title of this paper I prefer the word "woman" to "lady," for two reasons. In the first place, the latter has been used improperly, as in sales-lady, wash-lady, etc., so often that it has lost its original meaning and become an object of amusement. Secondly, correctly used, it implies a leisure class. "Woman," not lying open to either of these objections, I prefer to retain it, though doing so necessitates slightly altering the subject of this paper, as announced last meeting by our President.]

or more accurate mathematical knowledge displayed anywhere by a class of pupils.

How are we to make loyal citizens of our pupils? This can alone secure the future prosperity of Montreal. Surely, when we survey our magnificent harbor (unequaled except by Liverpool), Mount Royal and other points of our natural situation, it is easy to find inspiring words. If buildings be in question, we can show churches, banks, stores, schools, colleges, etc. We can point to heroes renowned in the history of the past and noble benefactors who still dwell among us. Private generosity has monuments in our Art Gallery, Victoria Hospital, General Hospital, etc. But chiefly would we point to those to whose generosity our University owes so much. It is a continual incentive in our midst to self-improvement and consequent improvement of our schools. She has, by opening her doors to us women, made us realize more clearly than ever the value of an education. For, of course, however proud we are of our city in other respects, we value chiefly its educational status. Our educational advantages are unrivalled on this continent; for the University has raised the standard of our public schools, by granting her matriculation examination to close our school course.

Now, advance in standing of any community is in direct ratio to the education of that community. An ignorant community cannot form a good government, nor can an intelligent community fail to be prosperous. This is axiomatic.

Perhaps no tendency of the age is more repulsive to the general public than that of women to claim their rights too independently. For this, we may blame those who seem to believe their right to be to take the best of everything to the entire exclusion of men. But such women, though often quoted, must be comparatively few. I never knew one. I know they must exist from reading the newspapers, but they must form a less per cent. of our number than the followers of Malthus among the men. I am afraid Lord Lytton's "Coming Race" and Rider Haggard's "She" are blamable to a certain extent for our disfavor. But, at least, equally repulsive is the opposite type given us in Anderson's "Patient Griselda." What is the just medium? This is essentially a century of change. Women are gradually declaring and proving their ability and willingness to bear the burden of their own support. It is no longer absolutely necessary that every woman in the family should be dependent upon the men—to be reduced to unknown straits and intolerable suffering on the



death of the latter. Almost every day sees some new employment thrown open to women, though there are still many employments they can not enter. This causes an undue development of those accessible and calls into requisition the law of demand and supply. What is the result? Such a sweeping reform as making wage-earners of women, of course, cannot be accomplished in a moment. This affects their remuneration unfavourably, but can only do so temporarily. At first, woman works on sufferance for him who cannot afford to pay the usual amount of remuneration. But, as one position after another is tentatively thrown open to woman, her conscientious discharge of her work brings her into favor. The natural result cannot be long delayed. The days of sufferance are gradually forgotten, and she, like man, is paid according to her efficiency and success.

Nor is the teaching profession any exception to this general law. At first admitted to the most subordinate positions only, by degrees all positions have become accessible to her. For instance, the Superintendent of Schools in Pittsburg wrote me, "We have thirty-seven principals, twelve of whom are ladies. Of these, two ladies and one gentleman receive \$2,000 and seven gentlemen and six ladies \$1,800. We make no difference in salary, between those doing the same work, for sex." San Francisco, Boston and several other cities take a like view of the matter. Even where a distinction is made it is becoming daily less marked. In St. Louis, Mo., only women are admitted to the competitive examinations for principalship of primary schools. Many cities still make the old distinction. In Montreal the distinction is retained; but let us not, therefore, feel discouraged. It can be only a question of time, when the difference shall be removed. All we can do to hasten it is to give to our teaching that energy and purpose, and devote to self-advance that time which shall enable us to win only by superiority. It would be false modesty or hypocrisy to pretend we do not do our best now. But let us bear in mind that with every advance in our position there will be a corresponding advance in general education. There is always room at the top of the ladder and we cannot strive too earnestly to advance our capabilities. Time will do the rest for us. Rome was not built in a day.

Those of our citizens whose generosity to the Art Gallery, Hospitals, McGill, etc., I mentioned above, evidently appreciate the importance of education, and I feel certain their feeling in that respect would be endorsed by the general mass of our

citizens did they know the state of the case. Montreal supplies one-third the finances of the Province, and it stands to reason it would see that charity began at home. But, unfortunately for us, the city has not yet become imbued with a sense of the importance of its education, or else has misunderstood the matter. Less than a year ago the Board of School Commissioners here petitioned the City Council to grant them an increase of taxation. Only one-half of the amount asked was accorded, and the Board was thus handicapped. Now, the members of that Board have in several ways shown a desire to consult the interest of its teachers, but cannot spend what it has not got.

The women teachers of this city presented a petition that the scale of their salaries be increased, and especially that \$245 (\$250 less superannuation) is too little for anyone to live upon for twelve months. Let me prove this last statement. Board in this city is \$3.50 to \$4.50 per week, *i.e.*, \$182 to \$234 per annum, according to the locality of the school. For, when a teacher cannot afford to drive, she must live near her school. That is, the unfortunate teacher has \$11 to \$63 from which to pay annually for clothing, doctor's bills, books, church contributions, etc., and finally, though by no means least, take advantage of the educational advantages the city holds out to her so temptingly. Perhaps you believe I exaggerate or make an error in mathematical computation, because so many do come forward to receive this exceedingly small sum. On enquiry, you will find these live with their parents and are exempted from board, or pay a mere nominal amount, or else kind friends compassionate them and receive them into their homes during the summer months. Even at the best the majority of them cannot rise in salary beyond \$392 (\$400 less pension deduction). I do not believe that a teacher should necessarily be able to save the first year of her teaching, but after that she should be able to lay by in store for a rainy day and the old age, which comes none the less rapidly for the petty stings of insufficient means.

"Evil is wrought by want of thought far more than want of heart." I am positive our fellow-citizens do not recognize these facts or they would not suffer themselves to lie under this stigma. Do they wish their children educated at the expense of private individuals? If not, let them so raise their school tax as to pay their teachers a fair and just remuneration for labor conscientiously and successfully performed—so well done that our sons and daughters have almost universal success

in competing with our neighbors across the line on their own ground. Why not vie with these neighbors in generosity to those who educate their children? Let me call your attention to statistics concerning several of the largest cities in the United States. They are furnished in answer to a letter asking for them, by the Superintendents of the various cities included in the table, and are furnished with a view to aiding our demand for higher salaries. I cannot too warmly thank these gentlemen for acceding, in many instances by return of mail, to my request for information. Their kindness was uniform; not one failed to reply, busy though they must unavoidably be.

While on the subject of thanks, let me also thank the fellow-teacher who both suggested to me the title of this paper and the best means of procuring information. I would thank him, if for no other reason, for the insight I have hereby gained into our Brother Jonathan's educational system, and I hope this injustice will ultimately be reformed in our own city.

City.	Grammar Schools			Common Schools			Per Week	
	Max.	Min.	Maj.	Max.	Min.	Maj.	Board.	Balance.
New Orleans..	\$1,600	\$ 750	....	\$1,000	\$350	\$750	\$6.00	\$438
San Francisco.	1,680	1,200	\$1,500	960	600	800	6.00—8.00	385
Philadelphia...	1,550	800	....	1,400	450	700	4.50— 6.50	360
Brooklyn.....	1,750	1,250	....	700	400	600	6.00	288
Buffalo.....	1,400	400	800	1,200	400	600	6.00	288
Chicago .. ..	2,500	450	1,375	800	400	600	6.00	288
Pittsburg.....	2,500	600	1,193	600	350	500	3.50— 5.00	240
New York....	1,900	740	1,170	1,015	504	643	6.00— 8.00	227
St. Louis.....	2,000	650	....	850	450	560	6.00— 7.00	195
Boston.....	1,080	456	{ 456 754	816	432	....	5.00— 8.00	185
Cleveland ....	1,600	800	..	650	450	580	7.00	180
Cincinnati....	1,200	600	....	700	400	550	6.00— 8.00	130
Montreal ....	1,500	....	..	500	250	343(?)	3.50— 5.00	83

City.	Max.	Min.	City.	Max.	Min.
Lowell, .....	\$ 450	\$ 600	Detroit .....	\$ 350	\$ 600
Springfield .....	400	600	Indianapolis.....	500	650
Milwaukee.....	400	600	Kansas City.....	650	..
St. Paul .....	400	600	Providence .....	350	600
Baltimore .....	408	696	Worcester... ..	450	600

In placing the balance on the right hand side, I have always taken the least favorable number mentioned and obtained the minimum result. Where the salary has been given as an average in both grammar and common schools, I choose the common school sum. Where women are not separately mentioned, as well as men, I have hunted down the scale of salaries till the former are distinctly mentioned, though in several instances there seems reason to believe some receive higher salaries. In Philadelphia, three ladies receive \$2,015, but, as their position lapses with the cessation of their occupancy, I call

the next lower amount the maximum. Otherwise, the order of the schools would be considerably altered, San Francisco *claiming* to stand first (in the Superintendent's report which he sent me), and Boston second. San Francisco's Superintendent also sent me statistics of maximum and minimum salaries in ten other cities, which follow below the table. I have the papers from which these statistics are drawn and shall be happy to give any additional information in my power.

### **Editorial Notes and Comments.**

The somewhat prevalent idea that our educational methods of the present time have become a miserable masquerading in the habiliments of the ancient world, as one of our so-called educational reformers calls them, has a very depressing effect at times, even upon those who wish well to our modern attempts at improvement. There is a fallacy somewhere; and yet, even when the above reformer comes to declare that the readiest means of mastering our own tongue is to study it along with another—an ancient one we conjecture—it is difficult for us to detect where the fallacy is. In our perplexity we have only the laws of nature to turn to, and were it not for our intuitive hesitancy in pointing out the waywardness of nature, we might possibly have discovered ere this that even the good may run to seed and become worse than useless. Orthodoxy, however, makes cowards of the best of us. Few care to find a flaw in nature; and hence, perhaps, it is that so many reasons are being formulated for the defects in our social system and the educational effects it has been the means of inaugurating. What is the purpose of education? How do we know that a person is educated? These are the two queries which will enable us to reach a sound verdict in this matter. If the purpose of education is to produce effects in a boy or girl which cannot be seen, then who can say that any system of training is defective? If, however, the purpose of a school education is to put its stamp upon our boys and girls who pass from our schools—an impression that can be seen at once, then there can be little or no difficulty in estimating what our schools are doing for the rising generation. Are our schools doing this? Is it easy to distinguish between a boy who has gone regularly to school and a boy who has not gone, or gone only irregularly to school? That our school education is not doing what it might do is another question altogether, and should be discussed by itself. Every good, or the doing of good, is a means to an end, and yet

should the end be merely itself it seldom if ever comes to be recognized as a real or active good. To do good for the sake of doing good is the highest of all benevolence, and yet how slow society has been to recognize it as such. And this in our opinion is why the school has failed to command the credit that is due to it. It is not understood. The critics who say all manner of evil against it are not careful enough to have their terms of comparison of the same denomination. "I don't like him" is too often the only argument the *vulgus* can allege against a man, but that is no argument that the *vulgus* is right and the man wrong; and "I don't like it" is as often the only argument which the hundreds of educational reformers sprouting up everywhere at the present time can allege against this school system or that, although the statement is as little akin with the true spirit of reform as is the statement of the educational reformer who maintains that we are masquerading in the habiliments of the ancient world, and recommends the study of Latin and Greek as a means of reaching a thorough knowledge of English.

—In reply to the statement of another of our educational reformers that fifty years of popular education have had little or no perceptible regenerating influence upon the people, it has been stated that no one has ever claimed that an educated man is necessarily a moral man, that those who have gone through the public schools are thereby insured against the penitentiary. All that has been claimed is that the training which they there get in discipline of the will and in intellectual aptitude will make them less liable to commit crime. To this another of our contemporaries adds that we can very well remember when it was fondly hoped by many that one generation of universal public school education would reduce the criminal population to a comparatively small minimum. That was too sanguine an anticipation. But the practical question—and it is one of tremendous importance—is, are the public schools doing all that they are capable of doing, or that may fairly be expected of them, in the way of training and developing the moral nature of the average pupil? How many minutes of the day, or hours of the week, are given to the effective training of this part of the nature, by leading the pupil to distinguish between right and wrong, to reflect on the nature and consequences of the moral quality in actions—in a word, to seeking by the judicious use of means to develop that moral thoughtfulness which Arnold of Rugby deemed so essential a part of education? Ought not this to be the very first instead of being the last and least consider-

ation in the schools? We know the standard objection and admit its force, but at the same time are firmly convinced that a most salutary course of moral training is quite possible without trenching upon the domains of either dogmatic theology or sectarian creed.

—What a principle is involved in the following which if once recognized by our teachers would remove to a large extent the reproach against our schools that they do not educate? The purpose of the school is to lead children to think. A properly formed sentence is a thought; we think in sentences; we think as we express ourselves and no farther. If a person says, "I know but cannot state it," you are sure he does not know—unless he is confused, embarrassed, etc. A dog can do little thinking because he has little language; if he could learn to speak he could become, as far as we know, as good a thinker as a man; the difference lies in the language. When will we act upon this, and let others know that we are training children to think by showing them how far they can speak and write in good English?

—The decision that Roman Catholics may send their children to any public school and no fault be found with them by priest or pastor is surely the best of good tidings to the Province of Quebec. The decision of Ablegate Satolli declares that all children of the Roman Catholic faith may attend the public schools and their action not be called in question. This is just; the right of a child to obtain an education is one that must not be abridged; it is almost a natural right. Is it out of place to recommend this decision to those who think that the bifurcation of our system of public instruction is a social necessity?

—Too many parents take less interest in the comfortable condition of the country schoolhouse than they do in the horse stable, or wood shed. If it receives a thorough cleaning at the commencement of the term it is because the teacher has some respect for cleanliness and her own personal comfort and health. School rooms almost invariably have a musty, disagreeable odor that only a free use of water and soap can dispel and plenty of pure air retain. Before the beginning of each term the trustees should employ some reliable person to spend a day in thoroughly scrubbing out the room, and the district should pay for the work. If water is convenient the bill should not exceed three dollars for a country schoolhouse. The seats and desks should be put in good condition and the windows and doors shut closely. The stove should be in order, and plenty of fuel at

hand. Unless the blackboard is an extra good one, it should be repainted every five years, at least. Repair the outhouses and keep them clean. Clear the yards. Make a covered place for the ashes. Set some good hitching posts. Set out trees. Keep the buildings painted, and do not be obliged to say you live near the old wood colored schoolhouse.

### **Current Events.**

—Chancellor Heneker, of Bishop's College, Lennoxville, in conveying the congratulations of that institution at the opening ceremonies of the new building of McGill College, assured the faculties that nothing could well cause such interest in the university world as the foundation of these buildings. They deserved not only the congratulations of the universities, but of every school in the Dominion for these noble gifts which placed at the door of every citizen in Canada unexcelled opportunities of study. He complimented the University on the choice of its professors, and pointed out that science knew no country. As an old architect himself, he could also congratulate Mr. Taylor on his work. He pointed out the great advantages of higher education, and in his capacity as chairman of the Protestant Committee of the Council of Public Instruction he recognized the necessity of forming technical schools, where the Canadian workman could thoroughly prepare himself for his competition with the best in the world. Speaking to the young men he pointed out that the destinies of the country were in their hands, and spoke highly of the beneficial effects of amateur sports.

—Previous to the declaration that the new building was opened, Prof. Cox explained the purpose for which it was intended. It served a three-fold purpose, (1) it supplied to the University, and especially to the Faculty of Arts, the means of teaching physics properly, which was one of the most important branches of modern education, and which no curriculum calling itself liberal could afford to ignore; (2) it provided that training in the principles of science which were necessary as a preliminary to the proper use of the facilities for the study of applied science no less than for the students of medicine in the beginning of their course, as well as for those who took up practical chemistry as a study; (3) it offered facilities for research. He spoke in eulogistic terms of the architect, Mr. A. Taylor, who had brought to bear upon his work a mind free from prejudice and full of keen interest in the difficulties to be

solved, and he had conquered them. He then described the different departments in the building and spoke of the apparatus as the best that could be procured, Mr. McDonald insisting that this should be done. He concluded: "The building is well worthy of the site it occupies beneath the shade of our royal mountain, and overlooking our royal river, worthy of this noble seat of learning already ancient as the years of man count, but barely yet entering upon the flush of youth, worthy of this vast Dominion, to every part of which, to every province of which it may be destined to render signal and lasting service."

—The *Canadien* complains that primary instruction is very defective in this province, and calls the attention of the government to the subject. It holds that the government does not contribute sufficiently for the development of primary schools, and declares that the English-speaking portion of the community is ahead of the French-Canadian as regards the training possessed by the children when they leave school.

—The McGill authorities are again finding that the legislators of the land are not in touch with their methods of testing the qualifications of the students who leave that institution. This time the College of Physicians and Surgeons propose to take the matter of the final test of young doctors out of their hands. The proposed legislation is designed to increase the powers of the College of Physicians and Surgeons, making it the final examining board in the province and invalidating all diplomas not sanctioned by that institution. This, the petitioners contend, practically destroys the value of a McGill degree in medicine, so far as this province is concerned. But the greatest grievance of which the McGill professors and governors have to complain is the change in the course of study. The proposal placed before the Council provides for a course of 220 lectures, but makes no provision for hospital attendance and work in the dissecting room.

—Dr. Craik, the Dean of the Faculty of Medicine, in referring to the proposed legislation has said that the promoters of the new plan of final examination claim that this is an improvement, because in England and in McGill the course of lectures is only 70 instead of 220. But it must be remembered that the policy of our schools has been to insist more and more on practical and less on theoretical instruction. We cannot and will not dispense with or diminish the dissecting room and hospital work. Our reputation throughout the continent of America and the world is due largely to our advantages for practical work. All this would be lost if the course of study



were changed as this bill proposes. Our degrees would be worthless until our graduates passed an examination before this College of Physicians and Surgeons. The result would be that we could no longer attract students from Ontario and the West, from the United States and the West Indies, as we have been doing in the past. We have now a very large number of students from outside this province. The passage of this bill would compel us to break faith with them. It is retroactive. It would unquestionably occasion loss, direct loss of time and money to all our three-years' men. But even though this evil feature of the Bill were removed, we could not willingly accept it. For it is reactionary as well as retroactive and on principle we must oppose it. If it becomes law, of course we must obey, but we will continue to agitate for its repeal.

—In this connection the idea of having a change in our educational system has been revived, the *Star* maintaining that the feeling among McGill medical men, both graduates and undergraduates, is rather intense. More than one doctor predicted trouble in the distance. The bill, if carried, will lead, it is said, to a demand for separation on the part of the English Medical Schools and the increase of the powers of the Protestant Committee of the Council of Public Instruction or the establishment of a new Protestant Council.

—Mr. John Kelley, a former pupil of the Art Schools of this province, has been achieving success outside the province. He left Montreal twelve years ago and went to England, where he studied modelling at South Kensington. He worked on many of the public buildings in London and also in New York and Boston. The four reliefs on the Savings Bank Department of the Bank of Montreal were executed by him. He has lately done work in Toronto on the Parliament Buildings, the principal sculptures being a frieze 68 feet long, the representative figures of which are 12 feet high. He also modelled and carved eight heads of the Governors of Ontario on the same building.

—The Board for the preliminary examinations of the Pharmaceutical Association of the Province of Quebec held their quarterly meeting in the Montreal College of Pharmacy, 595 Lagauchetiere street, in January, when thirty-six candidates presented themselves for examination. Of this number seven were examined on one subject, in which they had failed at the previous meeting, and of these, six obtained the required number of marks to entitle them to their certificates.

—In connection with the above examination the Board of Examiners discovered that during its progress one of the appli-

cants had personated one of the previous unsuccessful candidates, by writing a paper on the subject this defeated candidate was supposed to be examined in, and signing the name of the said unsuccessful candidate, thus committing two offences, namely, personation and forgery. This matter is now under the consideration of the Council of the Association, and it is probable that criminal proceedings will be instituted against one or both of the parties concerned, as the Council are determined to punish any person whom the examiners may detect committing these offences. It is also the intention of the Council in future to insist upon the rule being enforced, which requires applications for examination to be filed ten days prior to the date fixed for any of the examinations, and that all candidates for the preliminary examination will be required to make, before a Justice of the Peace, an affirmation, prior to entering the examination hall, that he is the person who has filed the application.

—The nonchalance with which they discuss on the other side of the line the decapitation of such an efficient officer as Dr. Harris, the Commissioner of Education, is something which we of Canada can only approximately understand. There are organizations in our midst who are said to have longings for the whole earth, and caucus movements that, like Juggernaut's, brook no oppositions to their self-aggrandizement progress; yet the cold-bloodedness of the following paragraph could hardly be matched in Canadian current newspaper literature. "Who will be the next Commissioner of Education?" says the *School Journal*. "It is probable that the change in the administration of our national affairs may involve the retirement of Dr. Harris, who has held the office for the past four years. There are several candidates in the field. The Southern teachers are making an organized effort to secure the appointment of Supt. Warren Easton, of New Orleans, whose portrait and biography appeared in *The Journal* of January 7. If there is to be a change, Supt. Easton will undoubtedly prove a strong candidate. He is recognized as an educational leader of the highest type and is in every respect qualified for the position."

—Many will hear with deep regret of the death of Thomas A. Gibson, M.A., who was for many years classical teacher in the Montreal High School. He died yesterday, having attained the age of 89 years. Mr. Gibson was born in Forfar, Scotland, on July 5, 1804. In May, 1822, he was appointed master of Nigg Parish school. In the session of 1824-5 he attended the Humanity (Latin) and Greek classes under Professors Pillans and Dunbar respectively. Mr. Gibson held the Parish school

of Nigg, Ross-shire, from May, 1822, till September; he attended Edinburgh university during session 1824-5; acted as tutor to the family of Captain Spalding, governor of Fort Augustus, Inverness-shire, 1826; attended Edinburgh university during session 1826-7. He held the Grammar school of Wick, county town of Caithness, from October, 1827, to October, 1833: held the mastership of Cauvin's Duddingston, Edinburgh, from November, 1833, till September, 1843, when he left for Montreal to be first assistant master in the High school; was one of the masters of that institution from December, 1843, till July, 1868, a period of twenty-five years. He retired in 1868, after accepting a yearly pension from McGill University for his long and faithful services. Deceased was for many years superintendent of St. Paul's Sunday-school. For twenty-five years he was secretary of the Protestant Board of Examiners. He was for a time editor of the organ of the Presbyterians and published several educational works. The deceased leaves two daughters and one son.

—One by one the old landmarks are removed and soon there will be nothing left of old Montreal. The march of commerce, the ruthless hand of time and ever and anon the all devouring element do their work. This week fire has wrecked the last remnants of the old Montreal College, or *Le Petit Seminaire*, as it was wont to be called among the French. The building dates back to 1814 when the Seminary's premises on Notre Dame street became too small for the higher educational requirements of the city. The Sulpicians set aside a large field outside the city limits. (They were seigneurs of the whole island). This field was surrounded by a stone wall within which the college was erected. A new street was opened up along the north side of this wall. And as the college fronted on it it was called College street, but only a year ago this historical name too has been removed and St. Paul made to do duty for St. Paul and College streets. The structure was erected, like most buildings of that time, of unhewn stone at a cost of over \$40,000. It consisted of a main building with two wings, similar to the Montreal General Hospital. The main building was 210 feet long by 45 deep and each of the wings 45 by 185 feet. Inside the walls the ground was laid out with beautiful gardens and walks, where the students could pursue their studies in retirement. In olden times the blue sashed boys of this college were met everywhere in the streets, and travellers spoke of them as adding variety to the peculiar costumes of the city. It had accommodation for about 150

resident pupils and about the same number of day pupils, or 300 in all, and it was nearly always filled. As it was for many years the only French institution for higher education in the district, nearly every prominent French-Canadian of olden time passed through its halls. Pupils reared in this institution have made their mark, especially in theology, all over the continent. Towards the close of 1861, as the building on the priests' farm neared completion, the excitement arising out of the Trent Affair began to boil over, and the troops which had been hurried out from England had to be accommodated. The college was hastily moved to the new building and this hall of learning became the dwelling place of armed men. As the veterans who had landed at Halifax and made a long winter's march overland arrived they were thus comfortably housed. The Rifle Brigade, a company of the military train and of the Royal Engineers spent four or five years here during the continuance of the great American rebellion. It was about 1868 or 1869 that the Imperial Government relinquished the control of the old college. The Seminary having no further use for it put it in the market and the old buildings became the property of Mr. J. E. Mullin. He altered them to make them suitable for commercial purposes, but their old, quaint beauty was gone. Yet there were points attractive to lovers of the antique, that still remained unhidden by the examples of modern architecture erected over and around them.

—The ceremonies connected with the opening of the Macdonald Technical School in connection with McGill University marks a new era in the progress of that institution. The buildings for such a school were erected to supply a want long severely felt by the Faculty of Applied Science. Professor Bovey, whose zeal for the prosperity of the Faculty has been a potent factor in its gratifying development, said: "The student will find at home an institution which, in each and all the departments of civil engineering and practical chemistry, will rank, in point of size and development, with the foremost of the kind in Europe and Asia."

—The workshops erected on the Thomas Workman endowment is a three-story building. It covers an area of 9,000 sq. ft., and has a floor area of more than 25,000 sq. ft. The ground floor contains the machine shop filled with lathes, drills, planer, and milling machinery, a special room being set apart for emery grinding. On this floor are also the foundry, forge, metal working shop, boiler house, and engine room. The first and second floors are devoted to woodworking, turning and pattern-

making. The practical instruction in the workshops is designed solely to give the student a knowledge of the nature of the materials of construction, to familiarize him with the more important hand and machine tools, and to give him some manual skill in the use of same. The students for this purpose work in the shops under the direct superintendence of the professor of mechanical engineering, aided by skilled mechanics. The course commences with graded exercises, leading up to the making of joint, frames, etc., tools, parts of machines, and if possible the building of complete machines.

—The McDonald Physics Building is a handsome stone building. It contains five stories each of 8,000 square feet area. Besides a lecture theatre and its numerous apparatus rooms, the building contains an elementary laboratory nearly sixty feet square for preliminary work by the students, large special laboratories arranged for higher work by advanced students in heat and electricity; a range of rooms for optical work and photography; separate rooms for private work by students; and two large laboratories arranged for research, provided with solid piers, and the usual standard instruments in addition to the lecture theatre, there is also lecture room, with apparatus room attached, for mathematical physics, a special physical library, and convenient workshops. The equipment is most complete and comprises apparatus of innumerable kinds, such as that for illustrating lectures, simple forms of the principal instruments for use by the students in practice work; also the most recent types of all the important instruments for exact measurement, by first class makers, for use in the laboratories for special work and research.

—It is more than fifty years ago that America began the experiment of specially instructing and specially fitting persons to do the work of teaching. So rapidly has the country expanded, however, that the normal schools furnish not over two per cent. of those engaged in teaching. If other agencies had not been employed to diffuse a knowledge of just methods in the school-room our educational system would be in a deplorable state; teachers' institutes, associations, and normal classes have aided to extend the influence of the normal school.

—Jealousy has it outery, but in the case of Colonel Parker, the distinguished educationist of the West, it has ended in smoke. That gentleman has been re-elected to the principalship of the Cook County normal school at an advanced salary (\$5,000) per annum, almost without opposition. Some of his

teachers, too, have had their salary increased. This, taken in connection with the recent generous appropriations for the school (a \$20,000 gymnasium has been thus provided for), does not make it appear that the recent attack on the school had an unhappy effect. Sometimes the most vicious attack but brings out the merits of a system and gains it fresh appreciation.

—Supt. Draper, of Cleveland, has established a new policy in the matter of public school examinations, and hereafter promotions in the first instance will be left to the recommendation of teachers, who will be required to make a monthly report of the proficiency of the pupils in the regular work of the schools,—certifying at the close of the year, who, in their judgment, is entitled to promotion. Where pupils and parents appeal from this decision as unjust in any individual cases, pupils may try an examination prepared by the superintendent, being entitled to promotion if they pass the same.

—The people of Quebec have a suggestion to make to our millionaires. McGill University has been the recipient of late years of several princely gifts from the citizens of Montreal. The latest of these is an Engineering and Physics Building, and students of applied science will now have as good facilities in Montreal as at any university on the continent. We would like to see some of our rich citizens do something substantial for the cause of education in this city. It is badly wanted. Laval University and Morrin College are both in financial straits, and a few donations of say \$10,000 each could be applied to very great advantage.

—The stupendous nature of the philanthropic work carried on at Dr. Barnardo's homes for boys and girls may be seen from the fact that last year no fewer than 8,947 separate applications were made for admission, all of which were carefully sifted, with the result that 2,071 children were permanently and 659 temporarily admitted, the total of 2,730 being more than 1,000 in advance of 1891.

—J. H. Haslam, special agent of the C. P. R. at Moncton, offers prizes aggregating \$150 to be competed for by the students in the public schools of New Brunswick, Nova Scotia and P.E. Island, \$50 for each Province, for the best written papers on the Canadian Northwest, its resources, history, geography, etc. The prizes will be only open to students under 15 years of age, and the papers must be in by the 10th of June, 1893, and are not to contain more than 2,500 words.

—Dr. Allan's plan is perhaps to be preferred to that of the teacher who proposes to drown all the parents and start the

education of the human race on new lines. Being Dean of the School of Pedagogy in the University of New York, he is giving an interesting series of lectures to mothers. Two classes, representing some of the most thoughtful women of the city, have formed to hear these lectures. The classes go on from year to year. The last lecture listened to was on "The Education of the Sentiments." There are other mothers to be reached with pedagogic truth—mothers who need assistance in their thinking much more than these women do. There is a great field for missionary work to be done by teachers, among mothers who have not got to the point these women have reached of organizing classes and engaging a lecturer.

### **Literature, Historical Notes, etc.**

—Some time ago we were shown in Montreal a copy of Burns's "Cottar's Saturday Night," in what was said to be the poet's own handwriting. The following we take from a Scottish paper. The heading of the paragraph is "The Burns MSS. Forgeries."—"Mr. Andrew Tod, Edinburgh, had from his relative, Mr. Kennedy, New York, authority to purchase a number of what appeared to be very interesting Burns MSS. from Mr. Stillie, George street, provided they were genuine. Mr. Stillie handed the documents to Mr. Tod, who, through Mr. Hew Morrison, of the Edinburgh Public Library, sent them for an opinion to the British Museum authorities, and the following reply was received on Thursday morning:—

'British Museum,

'London, December 7th, 1892.

'Dear Sir,—I have been too busy with official work for the last few days to examine your MSS. I have now done so, and return them by this post. They are palpable forgeries. I fancy that some of the documents presented by your friend to New York are also forgeries. Believe me, yours very truly,

'E. MAUNDE THOMPSON.

'Andrew Tod, Esq.'

"The bundle of MSS. in question was a very remarkable one. Each document in it purported to have been sent by Burns to Henry Mackenzie, author of 'The Man of Feeling.' They were:—(1) A copy of the 'Cottar's Saturday Night,' omitting the first verse which is in the usual editions, and purporting, as has been said, to have been sent by Burns to Henry Mackenzie. It was initialled on the back by Mackenzie, and it had a laboured docket, also by Burns himself. (2) A MS. of 'The

Twa Brigs of Ayr,' on the thin blue paper so frequently referred to, and initialled as above. This one is spoken of as an undoubted and palpable forgery. (3) A MS. of 'Auld Lang Syne' and 'My Bonnie Mary' on small thin quarto paper. (4) Also a well-executed MS. of 'Tam O'Shanter' (also from Burns to Mackenzie.) The MSS. of 'The Cottar's Saturday Night' and the 'Brigs of Ayr,' are neatly folded in the style usual in lawyers' offices, and bound with a green ribbon, which has in a wonderful way preserved its freshness, supposing it to be old."

A LEARNED WAITER.—At a dinner party given at George Crum's road house at Saratoga Lake recently, a party of gentlemen, prominent in the political and commercial world, were discussing their visit to the Pompeiian reproduction on South Broadway, known as the "House of Pansa."

"What curious names are attached to the different rooms," observed one of the party. "Why there's the 'vestiarium' and the 'tablinum' and I don't know what—too much for me!"

Some of those around the table endeavored, in a learned manner, to assist his memory, but they made an amusing failure, and all laughed heartily. One of the waiters, a young colored man from Georgia, was an attentive listener, and the merry twinkle in his eye indicated that he was amused. One of the gentlemen, who was acquainted with the waiter, said:

"Charlie, just enlighten these gentlemen."

All eyes were turned upon Charlie, who, somewhat diffident at first, finally said:

"Gentlemen, if it is your pleasure, I'll do the best I can. The vestiarium is simply the cloak room, and you pass through this before entering the atrium. The bed rooms are known as cubicula. There are also the tablinum, the alæ, the sanctum, the fauces, the peristylum, the viridarium, the cubiculum, the bibliotheca, the trinelinium, the œcus, the balæum, the culina, the larium, the hortus and other portions. Shall I explain each?"

The amazed banqueters looked at each other for a moment, when one observed:

"Um! Um! No, I thank you; life is too short!"

When Charley Reynolds stepped out of the room inquiry was made about the young man. The gentleman acquainted with him said:

"He is one of the brightest young men in my district, is a college graduate, and can handle Latin and Greek the same as English; but, like all book-worms, he is such a diffident mortal that I wonder he didn't refuse to give those jaw-breaking names.



He is simply here for the season earning a few dollars to enable him to further pursue his studies next fall."

As the party rose from their two-hour-fifteen-cover-wine-course dinner, a gentleman took occasion to remark:

"If there is any subject you gentlemen are not clear upon, just call in one of the waiters."

—The best teachers are born and not made by any educational system. One of the faults with the present educational methods is that, in perfecting an excellent system this system has been unduly magnified at the expense of individual enthusiasm and magnetism. This is one reason why sometimes an old-fashioned school, presided over by a teacher with the real pedagogical tact and knack, though laboring under a very poor "system," produces superior results to schools of to-day. The ideal teacher makes the whole school room routine an inspiring, zealous study of the English language, whether it is a recitation in arithmetic, a translation from some foreign language, or ordinary conversation. If every answer, every exercise, and every remark is required to be made in terse, precise, accurate English, the result will be more beneficial than text book "language lessons," juiceless parsing or technical rhetoric, all of which are well enough in a way.—*Springfield Republican*.

### **Practical Hints and Examination Papers.**

The following is the plan of a lesson prepared by a student teacher attending a Normal School. It is on the Orinoco Basin.

*Motive*—To have the children form a clear concept of the Orinoco basin, to help complete the picture of the general whole of South America.

*Material*—Map on board, sand and relief map.

*Method*—Point out on relief map the Orinoco basin. On what slope is it? What part of the slope? (Northern.) Trace its boundaries. In respect to position on the continent, to what basin in North America can you compare it? Over what mountains does its water-partings pass? Bound left slope? What forms its upper part? Its lower part? Bound the right slope. What differences and resemblances between the right and left slope? Show the children that the ocean once flowed in here forming an inland sea. Question as to how it became filled up, the kind of soil, nature of surface, vegetation, animal life which would result.

The small elements scattered over the Llanos were the islands in the sea.

Would here describe the rainy and dry seasons, their effect on the vegetable and animal life, healthfulness, etc. Give an idea of the

extent of the plains—they cover an area five times as great as the state of Illinois.

Tell the children of the Cassiquiare river. Have them tell what they infer about the source slope. Have the class read descriptions of Llanos and the river from Scribner's Geographical Reader.

Compare more fully the Orinoco basin with the Mackenzie, as to resemblances and differences. Have children mold the basin; draw it from the map on board, and write a description.

### MODEL SCHOOL DIPLOMA.

ALGEBRA.— $1\frac{1}{2}$  hours.

1. If the sum of the squares of  $a$ ,  $b$  and  $c$ , be decreased by the sum of the products of  $a$  and  $b$ ;  $b$  and  $c$ ; and  $c$  and  $a$ ; and this result be multiplied by the sum of  $a$ ,  $b$  and  $c$ ; the final result will equal the sum of the cubes of  $a$ ,  $b$  and  $c$ , decreased by twice their product. Express this algebraically.

2. Resolve into elementary factors:—

$$(i) \quad (a+b)^2 - (c-d)^2$$

$$(ii) \quad x^2 + 18x + 72$$

$$(iii) \quad 2x^2 + 11x + 12$$

$$(iv) \quad a^2 - a - c^2 + c$$

$$(v) \quad x^4 - 7x^2y^2 + y^4$$

3. Find the H. C. F. of

$$2x^4 + 9x^3 + 14x + 3 \text{ and } 2 + 9x + 14x^3 + 3x^4$$

4. Simplify:—

$$(i) \quad \frac{x+ay}{x-ay} - \frac{x-ay}{x+ay} + \frac{x^2+a^2y^2}{x^2-a^2y^2}$$

$$(ii) \quad \frac{x^3-a^3}{x^2-4a^2} \times \frac{x+2a}{x-a} \times \frac{a^3-x^3}{a^3-x^3} \div \frac{(a-x)^2}{a^2-x^2}$$

5. Solve:—

$$(i) \quad \frac{5x-1}{2x+3} = \frac{5x-3}{2x-3}$$

$$(ii) \quad \begin{aligned} 5x+7y-2z &= 13 \\ 8x+3y+z &= 17 \\ x-4y+10z &= 23 \end{aligned}$$

6. A and B can do a piece of work in 4 hours; A and C in  $3\frac{3}{5}$  hours; B and C in  $5\frac{1}{7}$  hours. In what time can A do it alone?

7. When the arable land of a farm was let at \$6, and the pasture at \$8 an acre, the total rent of the farm was \$2,200. When the rent of the pasture was reduced by \$1 an acre, and the arable land by \$2 an acre, the whole rent was \$1,550. What was the total acreage of the farm?

LATIN.—Two hours.

Cæsar Bell. Gal. Bk. 1.

1. Translate "Cæsar hac oratione Lisci Dumnorigem, Divitiaci fratrem, designari sentiebat: sed, quod pluribus præsentibus eas res jactari nolebat, celeriter concilium dimittit, Liscum retinet; quærit ex

solo ea, quæ in conventu dixerat. Dicit liberiùs atque audaciùs. Eadem secreto ab aliis quærit; reperit esse vera. "Ipsum esse Dumnorigem, summa audacia, magna apud plebem propter liberalitatem gratia, cupidum rerum novarum; complures annos portoria, reliquaque omnia Æduorum vectigalia parvo pretio redempta habere, propterea quod illo licente contra liceri audent nemo. His rebus et suam rem familiarem auxisse et facultates ad largiendum magnas comparâsse."

2. Translate into Latin (1) When they were informed of Cæsar's arrival they sent ambassadors to ask for help. (2) He pitched his camp ten miles distant from the river Rhone. (3) Orgetorix married the daughter of the general. (4) At dawn of day he drew up his troops in battle array.

3. Give the declension, gender, and genitive singular and plural (where it exists) of dies, spes, manus, tempus, iter and mons. (2) Parse orientem, paterentur, posse, conantur didicisse lacessere. (3) Write the principal parts, 1st person sing. only of cognosco, peto, audeo, intelligo, tollo, and cogo.

4. Translate, "Ubi jam se ad eam rem paratos esse arbitrati sunt, oppida sua omnia numero ad duodeciem, vicoad qua ir ingentos, reliqua privata ædificia accendunt, frumentum omne præter quam quod secum portaturi erant conburunt, ut domum reditionis spe sublata paratiores ad omnia pericula subeunda essent; trium mensium molita cibaria sibi quemque domo efferre jubent."

5. What is the Latin for sunset and sunrise, forces, a space of two years, to suffer punishment, to ask for peace, to march as quickly as possible, to forget an injury, to receive hostages? What cases follow absum, caveo, præsum, reminiscor, proficio, studeo, persuadeo, eripio?

6. Mention the cardinal numbers which are declinable in Latin—distinguish between sex, sextus, and seni; quis and qui; is, iste and ille; quisque and quisquis—Compare facilis, benevolus, extra, infra, magnopere. Explain the formula "Is dies erat a. d. v. kal. Apr. L. Pisone et Gabinio coss."

## Correspondence, etc.

### SCHOOL TAXES.

*Editor* EDUCATIONAL RECORD:

SIR,—I have been thinking deeply about a suggestion made by a friend of mine, *re* the school takes of this province. I desire to submit the idea to the numerous readers of the RECORD, and learn what they think of it.

First, we are not yet in a satisfactory position *re* school taxes, teachers salaries, and various other items. Granting this statement, we next ask, What can be done to secure improvement? This question brings me to

Second. Can there not be something done by equalizing of school taxation; each man pay the same percentage toward the support of

the schools, and then have these funds distributed equally among the schools of the province. If not distributed equally, distributed in such a way that teachers will be able to do, at least a little better than they do now in some districts.

We have a poor municipalities fund ; could it not be amalgamated with this change in the taxes. Does the suggestion seem reasonable to you ? At present date, some municipalities are much more heavily taxed than others, and in some municipalities the teachers' salaries are very low. Would not this scheme of equal taxation help about uniformity of length of school year ? Would it not also be of service in assisting in encouraging professional spirit among teachers ? I am only "dreaming" of it yet, but as the idea was suggested to me by one of our best business men, I am sure there must be something in it, and I hope some clear masculine intellect will study the question in all its bearings and give us the result of such study in the RECORD.

Another idea in connection with this suggestion is : Would not this system make it much easier for small districts to maintain a school, with an efficient well-qualified teacher. We must not estimate the value, the importance, of a school by the number of pupils. In our small school there may be a boy or girl possessing the germs of a world-wide influence, and it is our duty to assist as far as possible in the development of such powers. After a young man or woman has had to spend a large amount of energy on securing educational advantages, when they ought to have been ready to do good work for their country, is it any wonder that the energy flags ? By all means we ought to give our rural population, our small, scattered school districts the best chance possible. It will be from them that our best men and women will come and we should make as smooth ways for them as we can. Life will be hard enough at best.

Ste. Thérèse, P.Q.

SARA F. SIMPSON.

DEAR MR. EDITOR,—I was quite interested in a letter published in the January RECORD, of a young lady's experience as a teacher, out on a prairie in Kansas ; but I think the people whom she had been visiting were not very considerate, or they would not have let her venture out in such a storm on foot. I am sure, in this province, there would have been some way provided for her to have reached her school without walking, but I forbear, and will relate my experience last summer in a rain storm. I was teaching a mile from a small village, the nearest dwelling-house being more than half a mile from the school. One afternoon in June a storm came on very suddenly, about three o'clock. I first noticed the clouds looked very dark and heavy, and when the thunder began to roar, I thought it best to dismiss the school, as I saw it was going to be something more than a common shower. I told the scholars to hasten as I thought we could all get to Mr. Brown's, the nearest house, before the rain came. The children took my advice, but I remained behind

to lock the school-house, etc., which delayed me a few minutes. I started alone. The children, running as fast as they could, were quite a distance in front of me; I had not gone far when the rain began to come down, and the wind commenced blowing a perfect gale. I had an umbrella, but the wind turned it wrong side out when I tried to use it. I went on as fast as I could till I came to an old house that was unoccupied; when I reached there the storm was something fearful, wood, sticks and dirt being hurled in the air. I was all but blind from the dust being blown in my eyes, but I managed to reach the door, which I found to my great disappointment locked, some boys having put a stick over the door-latch on the inside, after crawling through the window. But with a good deal of pushing I got the door open, thankful to be under shelter once more. I stayed there more than an hour in wet clothes, and at times I thought the old house would go over, but it stood the test. Many buildings about were unroofed and trees uprooted. After the storm ceased a team was sent for me from my boarding-place, they thinking I had remained at the school-house which, perhaps, would have been all the better for me. It was certainly the worst rainstorm I ever experienced.

Yours truly,

February, 1893.

ANON.

*To the Editor of the EDUCATIONAL RECORD :*

SIR,—In explanation of the manner I make my forecast of the weather, which may be of some interest to the teachers who read your periodical, I transcribe the following letter which I sent some time ago to the *American Meteorological Journal*:—

“I have made an approximate calculation that the speed of the Arctic Current, which is the reflux of the Gulf Stream, from the Arctic Ocean to its contact with the Gulf Stream off the coast of Newfoundland, averages about ten miles in a day of twenty-four hours. Consequently field ice, which begins to form far within the Arctic Circle by the 20th of September, can and does arrive at the Gulf Stream, in the pathway of ships, in a period of 150 days, or about the 20th of January. My observation of the facts for a period of fifteen years goes to prove that there is a considerable variation in the time of arrival. Very early, say about the 20th January, average time the 15th of February, and very late, about the 20th of March, a variation of two calendar months. Now, as the speed of the Arctic current is ever the same, it is evident that these variations in the time of the arrival of the ice field must be due to the atmosphere or, in a word, to winds varying from light to medium and very strong. Now, as the winds from Labrador and the more northern parts of this continent are from the west and north-west in the months of December and January, and consequently blow across the Arctic current, and as the ice, according to my calculations, is making its progress over the exposed ocean between Greenland and New-

foundland at that time, I find, by careful observation, that if, say seven weeks, beginning with December and extending into January, be very mild weather, these winds are very light, the ice arrives on the bosom of the Gulf Stream about the 20th of January. Again, if the weather for this observation time be medium in point of general temperature, the winds from the continent will be stronger and so retard the progress of the ice that it will not reach its destination before the middle of February. And again, if the temperature be very severe during this observation time, powerful and continuous winds will drift the ice far eastward, across and beyond the Arctic current, so that it cannot reach its destination until the easterly winds of March and earlier drift it down upon our shores late in March, about the 20th. My theory, then briefly put, is this: 1. Arctic ice arriving early, it will melt out early under the influence of the warm waters of the Gulf Stream and a more southern latitude, the balance of the winter will be well sustained, the spring will open out warm and early, and the summer generally will be warm and dry. 2. Ice arriving in the middle of February, the winter, the spring and the summer will be average. 3. Ice arriving late, December and January will necessarily be severe weather, February, or mid-winter, will be of easy temperature, then a sort of second winter, with a late spring and a generally cloudy summer.

Such is my theory, which I have used in practice for a period of fifteen years with success, never making a forecast really wide of the mark except for the present year which has so far been an abnormal one. The whole is respectfully submitted for criticism."

Marbleton, Que.

T. SHAW CHAPMAN.

The following is Mr. Chapman's weather forecast for the present year:—

"In accordance with the above weather canons, my forecast for 1893 is as follows: That, notwithstanding the first three weeks of my observation time were very mild, yet this time has been neutralized by the almost unparalleled severity of the weather upon this continent from December 20 up to date. I conclude, therefore, that the consequent powerful west and north-west winds have driven the ice so far seaward that it is now in latitude  $52^{\circ}$  north and in longitude  $42^{\circ}$  west, or some 500 miles or more north-east of St. John's, Newfoundland, and it will not be driven upon our shores, and in the path of ships, before the middle or 20th of March. In the meantime, while these 25,000 square miles of the Arctic product are so far out at sea, Newfoundland and the eastern part of this continent will enjoy a comparatively mild February, with a moderate amount of precipitation, and as March comes in and the ice nears our coast we shall have plenty of snow with rain at points further south and west and snow and rain in April, and a generally late spring and a cloudy and cool summer."

## Official Department.

DEPARTMENT OF PUBLIC INSTRUCTION,  
QUEBEC, 3rd March, 1893.

On which date the quarterly meeting of the Protestant Committee of the Council of Public Instruction was held.

Present : R. W. Heneker, Esq., D.C.L., L.L.D., in the chair ; The Venerable Archdeacon Lindsay, M.A. ; George L. Masten, Esq. ; The Reverend W. I. Shaw, LL.D. ; Professor A. W. Kneeland, M.A. ; The Reverend A. T. Love, B.A. ; The Right Reverend A. H. Dunn, D.D. ; Samuel Finley, Esq. ; The Very Rev. Dean Norman, D.D. ; E. J. Hemming, Esq., D.C.L. ; The Reverend Elson I. Rexford, B.A. ; S. P. Robins, Esq., LL.D.

Sir J. Wm. Dawson wrote to convey his regret that distance and infirm health prevented his attendance, but he expressed the hope, under God's blessing, to be present at the May meeting.

The Reverend Dr. Cornish sent his regrets that he was unable to be present.

Moved by Reverend Dr. Shaw, seconded by the Very Reverend Dean Norman, and resolved : "That in view of the circumstances under which the present meeting is convened at this date rather than at the time appointed at the last meeting of this Committee, we hereby approve of the action of the Chairman in calling the meeting at this date."

The minutes of last meeting were then read and confirmed.

The Secretary then read communications from the following persons submitting extra-provincial certificates and asking for diplomas under regulation 37 : John A. Sangster, James Walker, Miss Hattie Thistlethwaite, Miss Lizzie Campbell.

Moved by the Dean of Quebec, seconded by the Reverend A. T. Love : "That, in view of the circumstances mentioned by Mr. John A. Sangster, viz., that the subject of Latin was omitted from his Ontario certificate, as one of the subjects in which he successfully passed, and that this omission has since been rectified, that Mr. Sangster be granted exemption from the subject of Latin, in addition to the other subjects for which exemption was accorded him at the last meeting of the Committee." Carried.

Moved by Dr. Hemming, seconded by Archdeacon Lindsay : "That inasmuch as it appears by the documents submitted by Mr. James Walker that he has covered the work of the academy course, with the exception of Greek and School Law, be it resolved that an academy diploma be granted to him on his passing an examination in Greek and School Law, or a model school diploma on his passing in School Law only."

In view of the certificates and documents submitted by Miss Thistlethwaite certifying that she has passed a satisfactory examination in the subjects covering a model school diploma, with the exception of Latin, French and School Law and Regulations, it was moved by G. L. Masten, Esq., seconded by Dr. Kneeland, and

resolved: "That a second-class model school diploma be granted Miss Thistlethwaite when she passes her examination in these subjects."

The certificate presented by Miss Campbell was not accepted.

An application was received from E. L. Curry, B.A., for a first-class diploma under Regulation 56.

Moved by the Dean of Quebec, seconded by Dr. Robins: "That the application of Mr. E. L. Curry, B.A., (first classical master of the High School of Montreal), for a first-class academy diploma, be granted." Carried.

4. From the Rev. James Sutherland concerning his account of ten dollars for services as deputy-examiner for the superior school of Inverness.

Moved by Dr. Hemming, seconded by Dr. Shaw, and resolved: "That, whereas, the Reverend James Sutherland has complained that the School Commissioners of Inverness refuse to pay him for his services as deputy-examiner, the Secretary be instructed to notify such Commissioners of the regulation passed at our last session in connection with the subject, with the intimation that the same will be enforced at the time of the next examination unless a satisfactory settlement is made with Mr. Sutherland."

5. From Mr. Romeo Stephens concerning Protestant school-tax in Roman Catholic municipalities.

Moved by Dr. Robins, seconded by Professor Kneeland: "That the Secretary be instructed to reply to Mr. Romeo Stephens that the School Law, in their opinion, obliges him to pay school taxes in the case mentioned. Further, that the Committee consider the present time inopportune for seeking any change in the School Law in the direction mentioned."

6. From Miss L. Van Vliet asking for inspection and examination of Grenville model school.

The Secretary was instructed to inform Miss Van Vliet that on receipt of assurance from the Secretary-Treasurer that the school is organized in two departments, as required by regulation, inspection will be granted.

7. Communications from Reverend W. H. Naylor, Dr. Bourinot and others asking increase of Inspector Magrath's salary.

Moved by the Reverend Dr. Shaw, seconded by Archdeacon Lindsay, and resolved: "That the application of Inspector Magrath for increase of salary be referred to the Sub-Committee on Increase of Inspectors' Salaries, which Sub-Committee is empowered to take such action as may be deemed best in the premises."

8. The following financial report was submitted and accepted:

Financial statement, March 3rd, 1893.

SUPERIOR EDUCATION FUND.

*Receipts.*

Nov. 24, '92. Bank balance . . . . .	\$ 3,891 18
Mar. 3, '93. Balance due from contingencies	1,040 66
	\$ 4,931 84



*Expenditure—Nil.*

Mar. 3. Balance . . . . . \$4,931 84

## CONTINGENT FUND.

*Receipts—Nil.*

Overdrawn to balance . . . . . 1,040 66

*Expenditure.*

Nov. 25.	Overdrawn to date . . . . .	\$ 673 26	
“ 26.	Inspector's Salary . . . . .	125 00	
	Secretary's “ . . . . .	62 50	
	John Dougall & Son, printing examination papers, etc. . . . .	107 50	
Dec. 19.	Office Furnishings for Inspector of Superior Schools . . . . .	53 40	
Feb. 20.	T. J. Moore & Co. stationery for Superior Schools . . . . .	19 00	
			\$1,040 66
	Bank Balance, Nov. 20 . . . . .	3,891 18	
	Less amount drawn since Nov. 24	367 40	

Bank Balance, March 3rd, 1893.. \$3,523 78

Examined and found correct (Signed) R. W. HENEKER.

On hand. Value of furniture in office of Inspector of Superior Schools.

9. Communication from the Clerk of Statistics, Department of Public Instruction, respecting the statistics for Protestant Superior Schools.

Moved by Reverend Dr. Shaw, seconded by Mr. G. L. Masten, and resolved: “That the Inspector of Superior Schools be requested to furnish all statistics, required by the Department of Public Instruction, from the schools under his inspection, and that the statistics for all the schools of the City of Montreal and Quebec be obtained through the local inspector of the districts in which these cities are situated.”

10. The Secretary of the Central Board of Examiners submitted his report, which was accepted.

The Secretary was instructed to apply to the Government for the appointment of the following persons to the Central Board of Examiners:—Reverend Dr. Shaw, Mr. H. H. Curtis, Mr. H. Hubbard, M.A., Reverend E. I. Rexford, B.A., and Inspector McOuat, B.A.

The following persons were then appointed Deputy-Examiners for the next Central Board Examinations:—Reverend A. Magee, Inspector Taylor, Reverend J. P. Richmond, Inspector McGregor, Inspector Parker, Inspector McOuat, Dr. Kelley, Mr. W. M. Sheppard, Mr. T. A. Young, Reverend John McLeod, Reverend W. H. Naylor, Inspector H. Hubbard, Inspector Thompson, and Reverend J. Garland.

The examination was fixed for Tuesday, June 27th, and four following days, to be held at the usual local centres.

## 11. McGill Normal School statement.

Summary of semi-annual Financial Statement of the McGill Normal School and Model Schools, from June 30th to December 31st, 1892.

McGill Normal and Model Schools in account with the Superintendent of Public Instructions.

1892.		<i>Dr.</i>	
June 30.	To balance general bank account..	\$	948 31
"	Balance in savings bank. ....		175 60
"	Amount of cheques N. S. grant..		7,515 66
"	Model School fees received ....		1,423 50
"	Bank interest.....		13 40
"	Returned by W. T. Brown & Co.		1 60
			\$10,078 07

1892.		<i>Cr.</i>	
June 30.	By Normal School salaries.....	\$	3,599 99
"	Assistant Masters' salaries.....		1,886 40
"	Contingencies, etc.....		3,323 20
"	Bursaries.....		210 00
"	Balance general bank account...		476 65
"	Balance in savings bank.....		581 83
			\$10,078 07

## 12. Grants to St. Francis College and Stanstead Wesleyan College.

The Secretary stated that after verification of the number of undergraduates in St. Francis College it was found that there were nine instead of fifteen. In consequence the grant actually paid was \$860 instead of \$950 as in the September minutes.

The amount for Stanstead remains unchanged after verification.

Moved by Professor Kneeland, seconded by Dr. Robins, that a sub-committee consisting of Reverend Mr. Rexford, Mr. Masten, the Secretary also giving his assistance, together with the mover and seconder, be appointed to consider the subject of institutes and professional training in general, and to report at the next meeting. Carried.

Moved by the Lord Bishop of Quebec, seconded by S. Finley, Esq., and resolved that a sub-committee be appointed to bring up a prepared scheme of Bible teaching for the schools under the management of this Committee. Carried.

The sub-committee consists of the Lord Bishop of Quebec, the Reverend E. I. Rexford, the Reverend Dr. Shaw, the Reverend A. T. Love, the Reverend Dr. Cornish and Samuel Finley, Esq.

The sub-committee appointed to consider the recommendations contained in the last report of the Inspector of superior schools submitted its report, whereupon it was moved by the Reverend Dr. Shaw, seconded by the Venerable Archdeacon Lindsay, and resolved :

“That the report of the Sub-Committee on the improvement of our superior schools and on permanency of engagement of efficient teachers, and kindred subjects, be printed, and that copies be distributed to the members of this Committee with a view to action being taken on the report at our next meeting.” The Inspector of Superior Schools read his Interim Report, which was received. It was then moved by the Reverend Elson I. Rexford, seconded by Dr. Robins, and resolved: “That the special report of the Inspector of Superior Schools be referred to a Sub-Committee composed of the Quebec members, with His Lordship the Bishop of Quebec as convener, with the assistance of the Secretary and the Inspector, to take such action as may be deemed expedient.”

The Text-Book Committee reported that three books had been submitted, but authorization was not recommended in any case.

The report was received and adopted.

The Sub-Committee on inspection of superior schools submitted a report, which was received and laid on the table.

The Sub-Committee on salaries of inspectors, course of study and salary of English assistant in the Department of Public Instruction reported progress and asked leave to sit again; consequently they were continued.

It was agreed to refer to the A. A. examiners Mr. Masten's motion that the regulations be changed requiring candidates for the A. A. certificate, who have passed their preliminary examination, to take the preliminary again if more than a year intervenes between the examinations of the preliminary and A. A. subjects.

The Chairman brought forward the question of technical education, and after emphasizing the necessity for the establishment of technical schools, either by themselves, or in connection with our educational system. The whole matter was referred to a Sub-Committee, consisting of Dr. Heneker, S. Finley, Esq., Dr. Shaw, Dr. Robins and Sir William Dawson.

Moved by Professor Kneeland, seconded by the Reverend A. T. Love: “That the attention of the university examiners be called to the fact that there are two authorized French grammars for superior schools and that the request be made by this Committee that the examination papers be so prepared as to be fair to those using either authorized text-book.” Carried.

Moved by Professor Kneeland, seconded by Mr. Masten, and resolved: “That the Secretary be requested to furnish to each member of this Committee before the next meeting a copy of the memorandum prepared by the former Secretary on the marriage license fund and on grants.”

There being no further business, the meeting adjourned to meet on Friday, the 26th day of May, next, or earlier, on the call of the Chairman.

GEO. W. PARMELEE,

*Secretary.*

THE DEPARTMENT OF PUBLIC INSTRUCTION,  
QUEBEC, 10th March, 1893.

THE PROTESTANT CENTRAL BOARD OF EXAMINERS.

The next examination of candidates for teachers' diplomas will open Tuesday, 27th June next, at 9 a.m.

The local centres, deputy examiners and places of meeting are as follows :

Local Centres.	Deputy Examiners.	Place of Meeting.
1. Aylmer . . . . .	Rev. A. Magee. . . . .	Model School.
2. Cowansville . . . . .	Inspector Taylor. . . . .	Academy.
3. Gaspé Village. . . . .	Rev. J. P. Richmond. . . . .	Schoolroom.
4. Huntingdon . . . . .	Inspector McGregor. . . . .	Academy.
5. Inverness . . . . .	Inspector Parker. . . . .	Academy.
6. Lachute. . . . .	“ McOuat. . . . .	Academy.
7. Montreal. . . . .	Dr. Kelley . . . . .	High School.
8. New Carlisle. . . . .	W. M. Sheppard. . . . .	Court House.
9. Quebec . . . . .	T. A. Young. . . . .	High School.
10. Richmond. . . . .	Rev. John McLeod. . . . .	St. Francis College.
11. Shawville . . . . .	Rev. W. H. Naylor. . . . .	Academy.
12. Sherbrooke. . . . .	Inspector Hubbard. . . . .	Ladies' Academy,
13. Stanstead . . . . .	Inspector Thompson . . . . .	Wesleyan College.
14. Waterloo. . . . .	Rev. J. Garland. . . . .	Academy.

Candidates for elementary and model school diplomas may present themselves at any of these centres, but candidates for academy diplomas are required to present themselves at Montreal, Quebec, or Sherbrooke. They are required to make application for admission to examination to the Secretary of the Board (Geo. W. Parmelee, Quebec) *on or before the first of June next*. The regulation requires only *fifteen days' notice*, and candidates giving such notice will, of course, be admitted. But as it is almost impossible to make all the preparations necessary on fifteen days' notice, candidates are earnestly requested to file their applications *before the first of June*.

Candidates will please note *that no applications will be received after the time prescribed by law, namely, the 12th of June*.

The applications of the candidates should be in the following form :

I . . . . . (a) . . . . . residing at . . . . . (b) . . . . . county of . . . . . (c) . . . . .  
 professing the . . . . . (d) . . . . . Faith, have the honor to inform you that  
 I intend to present myself at . . . . . (e) . . . . . for the examination for  
 . . . . . (f) . . . . . diploma the first week in July next. I enclose herewith  
 (1) A certificate that I was born at . . . . . county of . . . . . the  
 . . . . . day of . . . . . 18 . . . . . (2) A certificate of moral character according to  
 the authorized form. (3) The sum of . . . . . dollars for examination  
 fees. (Signature) . . . . .

It is absolutely necessary that candidates follow closely this form of application. The special attention of candidates is therefore called to the following points in reference to the form : In the space marked (a) the candidate's name should be written in full—and legibly; much trouble and confusion is caused by neglect of this simple point—some

candidates give their initials—some give a shortened form of their real names—some give one name in the application and a different name in the certificate of baptism. *Insert in the space marked (a) the true name in full, just as it appears in the certificate of baptism or of birth, and in any subsequent correspondence or documents connected with educational matters in the Province give the same name in full as your signature.*

In the spaces marked (b) (c) give the post office address to which you wish your correspondence, card of admission, diploma, etc., mailed.

In the space marked (d) insert “Protestant” or “Roman Catholic;” at (e) insert the local centre; at (f) the grade of diploma.

Three things are to be enclosed with the application :—

(1) A certificate of baptism or birth, giving the place and the exact date of birth. Note that the mere statement in the application is not sufficient. An extract from the register of baptism, or, when this cannot be obtained, a certificate signed by some responsible person, must be submitted with the application. Candidates who are eighteen years old before or during the year 1893 are eligible for examination in July next. *Candidates under age are not admitted to examination.*

(2) A certificate of moral character, according to the following form, must accompany the application: “This is to certify that I, the undersigned, have personally known and had opportunity of observing. . . . . (Give name of candidate in full). . . . . for the . . . . . last past; that during all such time his life and conduct have been without reproach; and I affirm that I believe him to be an upright, conscientious and strictly sober man.

(Signatures) . . . . . (Signature) . . . . .  
 . . . . . of the . . . . . congregation.  
 at . . . . . to which the  
 candidate belongs.

This certificate must be signed by the minister of the congregation to which the candidate belongs, and by two school commissioners, school trustees or school visitors.

As unexpected difficulties and delays arise in the preparation of these certificates of age and moral character, intending candidates will do well to get these certificates at once, in order that they may be in a position to make application at the appointed time.

(3) A fee of two dollars for elementary and model school diplomas, and three dollars for academy diplomas, is to be enclosed with the form of application. Those who failed last year to receive any diploma are exempt from fees this year. Those who received a 3rd class elementary diploma are not exempt.

Upon receipt of the application with certificates and fees, a card of admission to the examination will be mailed to each candidate. This card must be presented to the deputy examiner on the day of examination. Each card is numbered, and at the examination candidates

will put their numbers on their papers, instead of their names. Great care should be taken to write the numbers legibly and in a prominent position at the top of each sheet of paper used.

In the examination for elementary diplomas, algebra, geometry and French are not compulsory; but, in order to be eligible for a first-class diploma, candidates must pass in these subjects.

Those candidates who received third-class diplomas last year with the right to receive second-class diplomas after re-examination in one or two subjects, will require to give notice in the usual way if they intend to present themselves for re-examination. Such candidates are requested to notice that their re-examination must be taken on the day and hour fixed for their subjects in the general scheme of the examination.

Candidates claiming exemptions on the ground of their standing in the A. A. examinations should state this in their application, and they will receive a certified list of the subjects in which they are entitled to exemptions.

The following are the subjects and the order of the examination for the three grades of diplomas:—

	Elementary.	Model.	Academy.
Tuesday, 9-12,	{ Reading, Writing, Dictation; Arithmetic.	{ Reading, Writing, Dictation; Arithmetic.	{ Reading Writing, Dictation; Arithmetic.
Tuesday, 2-5.	{ Grammar and Composition; Literature.	{ Grammar and Composition; Literature.	{ Grammar and Composition; Literature.
Wednesday, 9-12.	{ History, Scripture and Canadian; Geography.	{ History, Scripture and English; Geography.	{ History, Scripture and English; Geography.
Wednesday, 2-5.	{ Drawing; Art of teaching.	{ Drawing; Art of teaching.	{ Drawing; Art of teaching.
Thursday, 9-12.	{ Book-keeping; Physiology and Hygiene; School Law.	{ Book-keeping; Physiology and Hygiene; School Law.	{ Book-keeping. Physiology and Hygiene; School Law.
Thursday, 2-5.	{ Algebra; Geometry.	{ Algebra; Geometry.	{ Algebra; Geometry.
Friday, 9-12.	{ French. .....	{ French. Botany.	{ French. Botany.
Friday, 2-5.	{ ..... .....	{ Latin. .....	{ Latin; Roman History;
Saturday, 9-12.	{ ..... .....	{ ..... .....	{ Grecian History. Greek;
Saturday, 2-3½.	{ ..... .....	{ ..... .....	{ Trigonometry.

Candidates should examine carefully the syllabus of examination, copies of which may be obtained from the Secretary.

The first paper was by A. G. Green, High School of Ontario. His paper, 'The Education of the Deaf', was a powerful effort, and was highly appreciated by the audience. Mr. Green's paper, 'The Education of the Deaf', was a powerful effort, and was highly appreciated by the audience.

He favoured the teaching of formal logic, and pointed out that the first...

The first paper was by A. G. Green, High School of Ontario. His paper, 'The Education of the Deaf', was a powerful effort, and was highly appreciated by the audience.

The President, Professor Fletcher, occupied the chair at both meetings, and a report of the first meeting in the absence of the honorary secretary, Dr. Goldwin Smith, he read the address of the gentleman had forwarded to the secretary of the association. The subject was 'The Study of Classics in High Schools.'

Mr. Chas. DeWitt, a masterly manner with certain patent of speech, such as pronouns and adjectives, which demonstrated what a man is capable of, and a paper on 'Modern Language Teaching from a Literary Standpoint' in which he advocated the view that more attention should be given to literary effect than is now the case, and to grammatical construction in the study of French and German. In the afternoon session Mr. Hardy read his paper on 'Local Peculiarities in Everyday Language', which was very amusing.

### GENERAL ASSOCIATION.

The first meeting of the general association was held in the evening at eight o'clock. The papers were read in the following order: 1. Mr. Green's paper on 'The Education of the Deaf', 2. Mr. Hardy's paper on 'Local Peculiarities in Everyday Language', 3. Mr. Fletcher's paper on 'The Study of Classics in High Schools', 4. Mr. DeWitt's paper on 'Modern Language Teaching from a Literary Standpoint'.

The second paper was by A. G. Green, High School of Ontario. His paper, 'The Education of the Deaf', was a powerful effort, and was highly appreciated by the audience. Mr. Green's paper, 'The Education of the Deaf', was a powerful effort, and was highly appreciated by the audience.

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It is not possible to do so. It is not possible to do so. It is not possible to do so. It is not possible to do so. It is not possible to do so. It is not possible to do so. It is not possible to do so.

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THE  
EDUCATIONAL RECORD

OF THE  
PROVINCE OF QUEBEC.

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No. 4. APRIL, 1893. VOL. XIII.

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**Articles : Original and Selected.**

THE HOMILETICS OF TEACHING.

BY JAMES BUCKHAM.

“What a curious subject!” I fancy I hear this exclamation discharged at irregular intervals, like the random firing of a skirmish line, as *The School Journal* falls open in the hands of its widely-scattered army of readers, from Canada to California. ‘The Homiletics of Teaching’—what good can come out of such a Nazareth of titles as that?”

Suppose we put it in simpler, more colloquial phrasing,—‘The Preaching of Teaching.’ How does that sound? Not euphoniously, to be sure; but I venture to hope some of my readers see a glimmer of reason in it. The preaching function of the teacher,—that is the idea underlying all this caption-seeking prelude; the thought that the teacher’s mission and the teacher’s privilege are not altogether confined to the work of instruction, but reach over into moral and spiritual activities; so that, when the teacher stands up before a roomful of bright young faces, he or she may be moved to say—“Ah, there are souls behind those eager eyes, and motives behind those restless hands, and before God it is my duty, and shall be my joy, to distil into the one pure and helpful aspirations, and to put before the other high and worthy ideals. I will not content myself with forming these minds only; I will go deeper, to the springs of heart and soul.”

Any teacher who has felt this impulse, this inspiration (and what true teacher has not?) has surely forestalled me in the consideration of this odd subject, "The Homiletics of Teaching." The moral influence of the teacher, striking out through the forms, the suggestions, the wider applications of daily book-instruction,—this is what I mean by the preaching of teaching. It is a kind of moral *oratio obliqua*—not the direct, formal, pulpiteering homiletics of the minister, but a certain sweet persuasive and pervasive preaching of character, tone, and look, suggestion, manner, turn of thought; a kind of aroma of personality, a preaching not unlike that of flowers and wood-odors.

The indirectness of this truly evangelizing influence of the Christian teacher is the secret of its chief power and charm. I am not one of those who stickle for definite and formal religious instruction or acts of religious worship in our public schools. In general, I distrust the helpfulness of anything which is purely formal; and I am convinced that there is little beyond formality in the religious exercises with which it has been customary to open the morning sessions of our public schools. But when religious and moral influences can be shed like sunbeams and dewdrops, so delicately, so softly, so unobtrusively that they become a part of the pupil's consciousness, as dewdrop and sunbeam become a part of leaf and flower-texture, then, I believe is uttered the true and potent preaching for youth. The teacher who lives the Beatitudes is better far than the teacher who merely reads them from the desk.

What a mistaken idea it is of preaching, that there must always be the oratorical element in it, that it is a clearly-defined function of voice, gesture, and formal homily. The minister in the pulpit is only one of many preachers. The birds hold sweeter and often better services than he; sky and wind also have their messages from God; the very stones will be preaching the sermons which their Maker has written in them. The mechanic preaches when he does good, honest, God-fearing work. The farmer preaches, well or ill, in the way he tills the ground. The doctor preaches, through sympathy, warning, encouragement, and the subtle force of character impressed upon character. Above all, the teacher preaches, through daily example, through mental and moral sympathy, through pure and noble interpretations of truth, through the whole moral and spiritual atmosphere which he diffuses about himself. These are better homiletics than any formal religious utterance.

Looking back over my own school-days, I must confess that I do not recall any inspirations or helps gained from what we

called "the opening exercises;" but I have abiding and enriching memories of the Christian forbearance, solicitude, sympathy, gentleness, pure-mindedness, righteousness,—those incorporated beatitudes—of my teachers. They preached to me every day out of the Bibles of their lives. This was the kind of religious teaching which my schoolmates and I could carry into the play-ground, into the holiday excursion, into the long vacation, and finally into the great arena of life. If there had been anything formal or didactic about our religious instruction at school, I am sure it would have been lost upon us. The power of this preaching lay in its indirectness. It was dew and sun-beam, not wheel and spindle. It melted into character, rather than was woven in.

This conception of the homiletic function of the teacher, it seems to me, adds new dignity and worth and joy to the profession of teaching. The instructor of youth is not a mere hewer of wood and drawer of water. He is not chained down to the more or less mechanical process of conveying instruction. There are larger possibilities for him. The spiritual as well as mental development of his pupils demands the best that is in him.

I always feel, when I go into a school-room, as if I were entering a garden of human flowers;—childhood develops so after the manner of a flower! Here are these active, vigorous bodies, store houses of energy and health. They are the roots of the plant. Then these busy, inquisitive, accumulative minds, they are the woody substance, the stem of the plant, growing slowly, but surely and compactly. Then there are the souls—the sweet and precious blossoms of this garden of children. How differently these blossoms grow from the roots or the stems of God's wonderful human plant! It is rather a leaping and bursting into existence, than a steady, slow development, it takes a rose-bush years to grow, but a rose may open in an hour. So with a soul. You cannot tell the hour, the moment when it will reach its determining-point and take form and color for life. All depends upon the moral and spiritual atmosphere in which it finds itself unfolding. And how large a part of this atmosphere the school-room supplies! From eight years upward, on an average, the child spends the most significant part of his daily life in school, and the teacher's influence becomes the great morally-determining factor of its character. How is this matured soul influencing this spiritual beginner? How is this earliest and most trusted of pastors preaching to this little school-room parishioner?

These are questions which I would bring home to every teacher. Your school-room is in a very real sense a church, a house of God, whether you wish it or not. You are, perforce, a preacher; you cannot shuffle off the homiletic function. Your very way of thinking, your views of life, are texts, and your actions are sermons. No pulpit in the land has a greater character-forming power than yours. The teacher really makes the mould which the minister fills. School-room preaching is primary homiletics. Church preaching is secondary homiletics. Which, then, is the more important function? Upon which will the greater burden of responsibility fall?

### **Editorial Notes and Comments.**

In a former issue of the EDUCATIONAL RECORD, reference was made in our editorial notes to the discussion that is going on over the whole continent about our schools and the misdirection of their present organization as civilizing agencies. The reformer seldom fails to stir up an opposition. To write anything which has an aspect of novelty about it is sure to incur the hostility of the worshippers of use-and-wont. Society is conservative at heart. And yet, true as this is, in regard to the pitfalls that lie in the way of educational reform, as in all other reforms, use-and-wont must show every now-and-again its pass-port, must expose to view the grounds of its faith in itself. True progress knows no halting-place short of the mandate of *un vrai logique*, and it matters little how loud the hue-and-cry against it may be, society has at last to give way to the impetus it receives from it. Hence, in this outcry against our systems of school-training, there is nothing for it but to collect the facts, arrange the arguments, and find out with whom the truth lies, so that we may at length discern what the true function of the school is, and take care that no other function usurps it. Colonel Parker in examining the grounds for the ferment of criticism against our schools, says, with the fearlessness of a soldier who never turned his back upon an opposing force, "I come to another fact which is being realized by our late criticisms, and that is how low the opinion of the merits of teachers is in the eyes of the public generally. The mother trusts her dearest child in the hands of the family physician; the merchant trusts cases involving millions in the hands of his lawyer; a congregation rest their spiritual interest in the judgment of their pastor; the manufacturer relies upon an expert in invention and machines; in our profession, so called,

our judgment, to say the least, is held in a very low estimate. Why is this?—it may be well to ask. I answer that it is our own fault as teachers, that our opinion is not respected. ‘The fault is not in our stars, dear Brutus, but in ourselves that we are underlings.’ Under the present political conditions, patronage, promotions, and elections, have an immense influence upon the positions of teachers, and instead of discussing these questions frankly, freely, openly, squarely, and reasonably, when the storm breaks over us, we cower, bend, and yield. Our place is to seek the reasonable ground of all these criticisms, to correct our work when it is wrong, and stand manfully by it when it is right. The schools are not what they should be, and can be,—only the best teachers can improve them. We know this but we do not say it, owing to risks incurred in being perfectly frank and open and just in our opinions. Another reason why our opinions are held so low is that these citizens who hold such a low opinion of us, are the products of our own teaching—they were our pupils, *i.e.*, of those of us who are older in the profession,—they do not respect school teaching and the dignity of the schoolmaster as they should, because the teaching given them has not aroused their powers of discrimination to a right level. Why was it that the opinion of George Howland was so potent,—why was it that he had such a great influence as a superintendent? Simply because he had a tremendous influence as a teacher,—simply because he made his pupils feel that he had no other motive than to assist them in the battle of life. The way, then, my fellow teachers, is to exalt our profession by courageously and freely giving expression to our true opinions. Suppose we, superintendents and principals, were asked the question, how many teachers under us are capable of the great work assigned them; what would be our answer? No such question has been asked, and no answer given.

Then one other answer to the unfavorable criticisms may be given, and that is the unbusinesslike and unpractical methods of paying teachers. In all other businesses of life, in railroads, manufacturing, and all corporations, men are selected for merit; it is not supposed that a number of years in itself enhances ability. ‘Time is the false reply,’ when the work of the teacher is recognized not on account of age, or years of work, but on account of real, genuine merit,—on account of the power to develop character; then our profession will be rated as it should be.

But after all these criticisms, there remains one consolation, that there never was anything on earth fraught with such good

to mankind as the common school system. The school system of America is very young, scarcely out of its swaddling clothes. We try to answer without irritation, calmly and reasonably, the criticisms given us. We should criticise ourselves. We should say that we are the builders of the commonweal, we are the promoters of this great system which lies at the basis of the theory that society shall rule itself, a theory that stands above all others. We should feel the tremendous responsibility put upon us and courageously live up to it. However we may differ in methods and principles, we should stand together in one thing, and that is, that the children should have earnest, devoted, skilful, liberty-loving teachers.

No subjects essential to primary education can be legislated into our schools; they cannot be successfully introduced by special teachers; they must be thoroughly known by the regular teachers, and adapted to growing minds by the teachers. Thus the question of strong, educated, cultivated teachers is the one question of this day and future days, and as teachers and teachers of teachers, let us not allow any other question to stand in the way of the real one.

The conclusion is this: if the selection of thoroughly competent teachers is made the invariable rule, if such teachers have the requisite liberty to help their pupils in the best possible way to the best education, then whatever is wise and good, whatever is actually needed by the children, will be found and applied. The path of progress in education, as in everything else, depends entirely upon the knowledge, skill, and devotion of the workers to the work done."

—The inference may be made from this paper with apparent fairness that the writer does not appreciate the fact that there are very many excellent teachers now at work in our schools. Such an inference is very far from the truth. Taken as a whole, there is no class of workers more devoted to their duties than are the teachers in our public schools. If these excellent teachers had the liberty of true artists, if they were not hedged in and limited by a uniform system that demands the same results from each school, if good teachers had the means of constantly improving, this question of fads would never appear. The solemn fact is that most legislation, most rules and regulations, are made to get the best possible results out of inferior teachers; thus the really good teachers are too often bound to dead routine by rules that should only apply, if they are to be used at all, to teachers who must be bolstered up and hemmed in, in order to get seemingly fair results. Proper

liberty and enlightened instruction, freely given to efficient teachers and principals, would soon solve these vexed questions.

We doubt very much, however, if with all our teachers competent, the intrepid Colonel could put an end to the criticism that sees no flaw, for, when we hear Dr. Rice reporting in this wise of the Boston Schools, we may well expect that there will not be wanting the critic with the audacity to declare the laws of nature a little 'off the plumb.' "If there be a city" says the flying squadron of the *Forum* "where we have every right to expect to find a uniformly high degree of excellence in the schools, and where poor schools are less pardonable than in other cities, that city is Boston. For the conditions under which its schools labor are, and have been for a comparatively long period, in a measure ideal. First, the school system is not a machine, both principals and teachers being allowed enough liberty to develop their powers. Secondly, the appointment of teachers and principals is controlled, largely at least, by merit and not by "pulls." In the selection of principals special care is exercised. As to the teachers, although the graduates of the Boston Normal School appear, other things being equal, to have the preference, others are preferred if they are found better qualified than the home candidates. To a certain extent, the principals are permitted to select their own teachers, and teachers are not usually forced upon principals as in many other cities. Thirdly, no teacher receives a permanent appointment until she has taught in the public schools of Boston for four years. Until that period has elapsed she is reappointed annually. Further, if, after receiving a permanent appointment, she proves herself positively incompetent, no amount of "pull" can keep her in her place. Fourthly, Boston, with its twelve hundred teachers, has now, and has had for some fifteen years a city superintendent and six assistant superintendents. Lastly, the cost of instruction *per capita* is exceptionally high.

In view of their superior advantages, the Boston schools, generally speaking, fall far short of what they ought to be. Their particular weakness lies in the primary grades, the grammar schools being upon a much higher level. Indeed, taken all in all, so marked is the difference between the primary and the grammar schools that they scarcely appear to belong to the same system and to be in charge of the same superintendents and principals. But even the grammar schools are very uneven, the unevenness being marked, not only between the teaching found in different schools, but also between that



found in the different class-rooms of the same school, excellent and very inferior teaching frequently going on side by side.

The Boston primary schools belong, in my opinion, to the purely mechanical drudgery-schools. The children are not obliged to sit motionless in a uniform position, it is true, but the teaching is highly unscientific, and the teachers, though not really severe in the treatment of the pupils, are nevertheless cold and unsympathetic. In the first school year there is very little objective work, what there is of it being limited to drawing, paper-cutting, and modeling. In the lower grades the sciences are not taught at all, and in the higher ones but little is done in the way of science-teaching. The unification of studies is not attempted in the primary grades. \* \* \* \*

An entirely different story may be told of the Boston grammar schools. Although much mechanical teaching may be found even here, the proportion of good work is comparatively large and the tone is much better than it is in the primary schools. Some of the Boston grammar schools are certainly among the best in the country. That the difference between the primary and grammar schools is so marked, in spite of the fact that they are in charge of the same principals, is, in my opinion, largely because the principals are selected rather for their general culture than for their professional qualifications. This circumstance exerts a more unfavorable influence upon the primary than upon the grammar grades, for the reason that those better acquainted with the subject-matter to be taught than with the manner in which the mind acquires ideas are likely to have less sympathy with children before than after the mechanical difficulties in reading have been overcome and the ability to cipher moderately well has been acquired. Persons who do not understand the nature of the child-mind too frequently believe that it matters little how a knowledge of the rudiments is acquired, so that, in their hands, the primary schools are liable to become drill-schools, wherein the work is considered satisfactory when certain mechanical results are obtained in a given period of time regardless of all other considerations. Educated teachers who do not possess the proper professional qualifications consequently concentrate their thoughts principally upon the work of the grammar grades, where the subject-matter itself is much more interesting than in the primary grades. That so many Boston teachers, though scholarly, are weak in professional knowledge, accounts also for the fact that so much mechanical teaching is found in the grammar schools. Although many of the Boston teachers

endeavor to improve their minds after receiving their appointments, the time spent in study is usually devoted to other subjects than pedagogics. \* \* \* \*

That the Boston schools have everything in their favor and yet make a poor showing, can, in my opinion, be traced to no cause other than the fact that the instructive and inspiring teachers' meetings are wanting.

There is nothing upon which the superintendents of those cities where the schools are progressive and where the best schools have been developed agree so generally as upon the fact that the main source of inspiration lies in the teachers' meetings. Mr. Balliet, superintendent of the schools of Springfield, Mass., says upon this point: 'I devote most of my strength to the teachers' meetings. I find that it is there that I direct the work of the schools most effectively.' Dr. Bradley, formerly superintendent of the schools of Minneapolis, says: 'At the teachers' meetings I endeavored to get the teachers beyond the methods and devices to underlying pedagogical and psychological principles. I think, I was more useful in thus getting almost every teacher to study and investigate for herself than in any other way.' Miss Arnold, supervisor of the Minneapolis primary schools, depends largely upon teachers' meetings to inspire the teachers. Miss Cropsey, supervisor of the Indianapolis primary schools, says: 'The teachers' meeting is by all means the greatest instrumentality for making progress.' In Boston, there is a principals' club that meets once a month, the meetings being conducted by the city superintendent, and there are a few volunteer teachers' clubs that meet from time to time; but the superintendents do not meet their teachers for the purpose of instructing them. \* \* \*

Boston has for many years had rare opportunities, so that, had the proper progressive spirit prevailed, its schools might to-day be in advance of all others in the country. Judged by their reputation, it is not at all improbable that they were ahead in previous years. During the last decade, however, there has been a great educational revolution in this country, nearly all the good schools now existing having been developed within that period. It would appear as if the Boston schools had during this time been resting, meanwhile allowing the progressive schools to run ahead of them, leaving them somewhere near the middle of the list. If the Boston educators fail to wake up soon, it is more than probable that before another decade has passed they will find their schools among those at the end of the list. It appears to me they do not recognize

their position. At a principals' meeting I heard a member say in substance that he could not understand why people spoke so much of improving the Boston schools, as, in his opinion, they were already as good as elementary schools could be expected to be. At the same meeting I heard one of the assistant superintendents remark that the Boston schools were ahead and that they must try to keep them ahead. There certainly is no greater barrier to progress than the feeling that things are perfect. The sooner the Boston educators recognize the fact that their schools can safely stand a material advance the better will be their chances of getting them where they belong.

—The school authorities of the Hub could hardly be expected to remain quiescent under such a criticism, and the superintendent, at the request of the President of the School Board, has written an answer to Dr. Rice's late criticism of the Boston schools, which appeared in a subsequent *Forum*. The reply is clever; and Dr. Rice's weakness as a critic is indirectly stated in this:

"Not only," says the superintendent, "was his observation limited to a few subjects of primary school study, but, judging from his article, it was limited to a few exercises or incidents connected with those subjects. He does not present a particle of evidence of having thoroughly investigated the method of teaching any one subject in the primary schools. He evidently did not find out what series of exercises preceded and what series followed the exercise that he describes. He holds this exercise up as a sample of all the work the teacher does; he presents this teacher and a few others as samples of the corps of primary school teachers. His method of reasoning is utterly unscientific, misleading, and pernicious. Using it, I could prove that the primary schools of Boston possess every merit and every defect."

And yet after all, the *Popular Educator*, a leading educational journal of Boston, brings the argument back to Colonel Parker's standpoint when its editor says: "While Dr. Rice, as we know, is far out of the way in characterizing the primary schools of Boston as 'purely mechanical drudgery schools,' he is not a very great distance from the truth when he says that the unevenness is marked, not only in the teaching found in different schools, but also between that found in the different class-rooms of the same school, 'excellent and very inferior teaching frequently going on side by side.' But the reason for this he failed to see. He attributed the cause for all the imperfections he saw, or thought he saw, to the uninspiring nature of the supervision.

But the fact is that the vital weakness in the Boston school system is its method of selecting instructors. Mr. Peterson thinks that Dr. Rice's theory of supervision is crude, of the back-district type. We will not dispute it, but we know that Boston's way of selecting its teachers is that of an age long past, and which the backwoods of the State gave up almost a quarter of a century ago. We refer to the selection of teachers by local committees. Under such a method the poor and indifferent find a habitation and a home in the school-rooms, as well as the best. It makes very influential the 'pull,' social, if not political. To be sure, here and there, where the conditions happen to be favorable, good teachers and competent are the only ones selected to fill vacancies, and this accounts largely for the unevenness in the teaching found in different schools, and the fact that the same school is not always fortunate enough to be surrounded with these favorable conditions when vacancies occur, accounts, without a doubt, for 'excellent and very inferior teaching frequently going on side by side.' Commissioner Harris met with this unfortunate legislation—the selection of teachers by local committees—when superintendent of the schools of St. Louis. It was the chief stumbling-block in the way of his success. And it was only after the district committees were abolished and the filling of vacancies was done by a standing committee that success was possible. It has always seemed strange to us that the board of supervisors have not attempted to persuade the general committee to find some better way of selecting the instructors of the schools. There can never be uniformly good teaching in the schools of Boston until it is done."

—The hue-and-cry in Chicago seems to find for its excuse or cause a practice which every Educational Board in the country should carefully consider. We quote from *Intelligence*:—

"3. The last point we wish to note is that in the present contest there is an issue between two factions in the Board, the one believing that the present questions are among those which ought to be referred to the Superintendent of Schools and his assistants as a Board of expert professional advisers, the other faction believing that the School Board is sufficient unto itself, and being perfectly ready to act without professional advice, and even to discount it when it is obtained. In fact the present issue exists just because the latter faction has dominated in the past. Committees have recommended modifications in the Course of Study without consulting the Superintendent, and their reports have been adopted without even so much as asking

his judgment in the matter. This has been the case with many if not most of the extra studies, which it is now proposed to throw out bodily. They were not put into the course upon the recommendation of the Superintendent, and it is now proposed to put them out, regardless of his advice. That is to say, the Chicago School Board spends over \$20,000 a year to maintain a board of professional advisers, and yet the School Board, without any regard to its \$20,000 worth of professional advisers, proceeds to act on matters which especially should be determined by expert judgment. Is this wise? Is it just to the parents and children? This whole matter should be referred to the Superintendent and his assistants, with instruction to report the course which in their judgment it is now wisest to pursue, and then their advice should be followed. These are not questions to be determined by an unpanelled jury of newspaper writers, nor even by a body of conscientious and responsible but uninformed business men. They should be determined by the School Board's official professional counsellors. If these Advisers are not deemed competent to deal with these matters, it is high time that new advisers were put in their places."

### **Current Events.**

—While Quebec has been discussing whether a School Commissioner should be able to read and write, at the last election in California there was a decisive majority in favor of an educational qualification for the exercise of the elective franchise, and in other states the policy of placing ballots in the hands of men who cannot read them is coming to be seriously questioned. Minnesota is no exception to this rule, as its senate, under the lead of Mr. Donnelly, has directed the committee on education to consider the subject, and if it approve the policy of an educational test for voting, to report an amendment to the constitution to that effect.

—Referring to the misunderstanding which existed in the minds of the Protestant School Commissioners in connection with the appointment of Commissioners to select a school exhibit for the World's Fair, the Provincial Secretary stated that he had asked the Hon. Mr. Joly de Lotbinière to act for the Protestants. He consented and had started the work, which was now progressing very favorably. But as Mr. Joly's hands were pretty full already with other work he asked his colleagues to appoint the Rev. Elson I. Rexford to act with him. The Cabinet agreed to the proposition.

—This time it is the Medical Faculty of McGill that is in luck. While Dr. Blackader was addressing the late Convocation on behalf of his brother professors, and before the Dean of the Faculty had spoken, an important event happened. A letter, as the *Star's* reporter says, was conveyed to Dr. Craik by way of a small staircase that connects the library with the hall. The first-named apartment is immediately underneath the latter, and the staircase opens on to the platform where the professors were sitting. Dr. Craik was discreet; he read this letter, but spoke no word until he rose to deliver his address. Even then he kept his news until the very last. He spoke of the growing importance of McGill, which is fast becoming a cosmopolitan college. At the present time they had twenty-one students more than at any other period in the history of the University. They had thirteen students from the United States and three from the West Indies. Moreover, every province in Canada was well represented. He alluded gratefully to benefactors of the college, remarking that the only apparent limit to their generosity was the needs of the University. Mr. J. H. R. Molson had given \$60,000; the late Mrs. Dow's gift of \$10,000 had been received, less the tenth, which the Provincial Government had taken. This last statement was greeted with groans. Mrs. McDougall had given a gift of \$500 to the permanent fund and promised as much more. Another agent, who withheld his name, had made a gift of \$500. There had been a renewed attempt to harass McGill by imposing on her students another examination before allowing them to practise in this province. This board of examiners was to be mainly made up of country doctors. It was degrading to try to impose such a thing on a university like McGill. However, strong opposition had been brought to bear, and he was thankful to say that the measure had been defeated in the Quebec Legislature. The one thing now needful was to endow the chairs of Pathology and Hygiene. When this was brought about, Dr. Craik declared the Medical Faculty of McGill would be the best in Canada, and would not be overshadowed by any on the continent.

—It would appear as if Dean Craik has a way of his own in enjoying a sweet morsel of news all by himself before sharing it with his audience. In speaking of the prospects of his college, he hoped to see all his expectations realized, as he continued to say. He would not say exactly how it would be done, but he was sure it would be arrived at in the near future. He had two letters before him which he would read. The first was from Sir Wm. Dawson, dated Open Heights, North Carolina, March 1,

regretting inability to attend, and hoping to be in Montreal in April, with health restored. The second was dated 1157 Dorchester Street, April 4th, 1893, and ran in this wise:—

“DEAR DEAN CRAIK,—In the conversation I had with you some little time back regarding the present position and prospects of the Medical Faculty of McGill, I was much pleased to learn that the recent liberal donation by Mr. John H. R. Molson of \$60,000 would enable you amply to provide for the necessary additions to your medical buildings.

“You, however, pointed out a present want which, when properly met, would, in your opinion, place McGill fully on a par with any medical school on this continent or in Europe. In this you referred to the necessity for providing adequate salaries for professors of Pathology and Hygiene who, without having to resort to the ordinary practice of their profession, ought to be in a position enabling them to give their time and attention exclusively to their professorial duties. In this view I entirely concur, and to aid in forwarding it, it gives me much pleasure to hand you herewith my cheque of this date, on the Bank of Montreal, to your order for \$100,000, which you will kindly dispose of accordingly.

“Regretting that, being confined to the house from the effects of a cold, I am unable to be with you at to-day’s convocation,

“Believe me, dear Dean Craik,

Very sincerely yours,

DONALD A. SMITH.”

It is needless to say that such an intimation was hailed with prolonged cheering, Dr. Craik concluding by telling the audience that the letter had only come into his hands a few moments before he had risen to speak.

—In connection with the above, the *Montreal Witness* remarks. “Grand donations to Montreal, and especially to McGill, from Sir Donald Smith, any one of which would make the mouth of any other town or university water, have become, in the experience of the Montreal public, things of habit and custom. A pleasant thrill, however, went through Convocation yesterday, and through the city later, when it became known that Sir Donald had sent a cheque for a hundred thousand dollars to Dr. Craik for the endowment of two chairs in the Faculty of Medicine. By this generous act the equipment of this celebrated faculty is completed. At least, it has obtained everything to which it has so far ventured to formulate a claim. Seeing how generously all its expressed wishes

have been met, it is quite possible that new needs may not be long in occurring to it; but meanwhile, it is fair to say two out of the five faculties of McGill College, those of Applied Science and Medicine, are now thoroughly equipped.

—A judgment interesting to teachers was lately rendered by a Montreal judge, in an action taken by a teacher claiming salary and damages from the principal of a private institution. The plaintiff set forth in his declaration that having been engaged by defendant, in September, 1891, at an annual salary of \$350, or \$35 per month, he was dismissed at the end of November, without any valid reason. The plea to the action was that the engagement was by the month, and the defendant having been duly notified that his services would no longer be required after November he could make no claim for any further salary or damages. In rendering judgment, the court held that in this province the scholastic year consists of ten months, and the law requires that the engagements in public schools be for the term of the scholastic year. The prospectus of defendant's school showed it to be one having a scholastic term of ten months, and teachers as well as principals of schools were entitled to expect that their engagement should not cease before the end of the scholastic year without good and valid reason. The court further held that the presumption fixed by law concerning the term of the lease of premises when leased for so much a month, did not apply in all cases to hire of services also at so much a month. In the latter case the presumption may be for a more or less long period, as, for instance, in the case of a fixed and well defined work, the hire expires when the work is done. In the present instance the engagement must be presumed to have been for the year, and consequently judgment must go in favor of plaintiff.

—The politicians of New Brunswick have seemingly their hands full of what has come to be known as the "Bathurst Case," and we all know that when they come to discuss educational principles, they are none the worse of having a fearless educationist behind them to give wise counsel. The leader of the opposition seems to understand the bearings of the case, and is to be congratulated on the unimpassioned judicial spirit with which he lately called for a committee of investigation. Indeed the closing of Dr. Stockton's address is worth repeating elsewhere than in the House of Assembly of New Brunswick. While closing, he said, "This is no party question. Each and all, Catholics and Protestants alike, should be anxious for a fair and full enquiry. We should avoid if possible religious strife.



In a mixed population of all classes and creeds, we should exercise forbearance and consideration towards one another. Thus far this agitation is confined to one locality. If we fail to do our duty and have a settlement of this unfortunate difficulty before the next session of our House, the agitation may sweep from the Restigouche to the St. Croix. We cannot side-track the question. Whether those people have a real grievance or not, it is certain they feel they have a grievance, and it is our duty to act and to act in the interest of peace and harmony. We cannot stifle this question. We cannot put it to one side; like Banquo's ghost, it will not down. I frankly state to the leader of the government that I am willing to co-operate in any honorable way to get this question settled satisfactorily to all concerned. If it is thought a commission of independent men from both sides of the House, or men outside of the House, could get the facts and effect a settlement I shall be only too happy to meet that view. Above all, let us act wisely, prudently and patriotically to abate the present difficulty and to avert an unseemly strife over the administration of our public school law."

—The reporter who spent a morning in the Montreal High School on its first "Public Day" thus writes of one of the departments of that institution. "But the kindergarten is as sweet as a dream, and could the world be turned into a big kindergarten class—there would not be a bad passion left in human nature. All the little boys and girls were happy as larks. Love develops; fear paralyses. Love is the motive power of the kindergarten. The little people were playing and working at one and the same time. That is what the big people have not learned to do yet. They sang sweet little songs about the risen Saviour, and they acted them as well as they sang them. There was the grave to be depicted, and the angels sitting at it, and then there was the risen Saviour, and heaven to which he ascended. There was a song which begged the sun to come into the room, and there was a number of little girls who played sunbeams, and who, as they glinted here and there, truly represented the sunshine of happiness. The sun went to bed, and then everybody grew sleepy. It rose betimes in the morning, and then everybody looked bright and active. There were flowers in the room, and pictures, and pretty little things which the children had made, and the whole scene was one of beauty, and love and helpfulness. The children beg that the exercises be repeated. That is their best testimonial. Mothers were there, looking proud and happy. Indeed, if one thought

about it, there was a wistfulness in the scene which might have brought the dew of feeling to the eye. Here is no punishment, no harsh looks, but love which soothes, which encourages development, and which makes all the exercises like the long delight of a summer day." When will such words be written about all elementary schools and elementary school training?

—At a late meeting of the Council of Public Instruction, the Hon. Masson gave notice that he will move that every teacher in the province, whether he be a clergyman or a layman, must henceforth hold the diploma required by law, showing that he has successfully gone through the usual examinations.

—Mr. Percy Everitt, whose death occurred very suddenly at the Milwaukee Hotel, New York, is best known to fame by his patent automatic machinery for supplying the public with all sorts of daily necessities by "putting a penny in the slot." First came post-cards and envelopes, then sweetmeats, cigarettes, and scents, and finally your height, weight and strength, as all know, may be ascertained while waiting for a train. Those familiar machines proved such a "boom" that companies were speedily formed for carrying out the enormous business with all its ramifications that resulted; royalties were granted, and the ingenious novelties started up at railway stations and points of vantage all over the world, bringing prosperity to the inventor and employment to thousands.

—William M. Rice, of New York, a former resident of Houston, Texas, has given \$200,000 in cash, and 9,000 acres of land, worth about \$150,000, to found a college in Houston. Work will be commenced at once on the erection of buildings.

### **Literature, Historical Notes, etc.**

Such lectures as that lately delivered before the teachers of Montreal by Dr. Buller can hardly fail to do much good for our schools. His subject was "Inattentive Pupils," and in the course of his remarks he is reported to have said:—"There can be nothing nobler than the work of training children to become useful and intelligent men and women. No calling in life is more worthy of esteem than that of a conscientious teacher. But it is not a path strewn with roses, while the ever-increasing demands for higher education will not make the teacher's lot more easy or agreeable. More is expected from the teacher, the material he has to work upon remains always the same. There is nothing to show that human nature has changed one iota since the dawn of civilization. All the progress, inventions

and discoveries of man have not supplied one single paving-stone to the royal road to learning. The way is as rugged for our children as it was for ourselves and our forefathers, only that we have learned to be more gentle with children. The days of unstinted corporal punishment have passed away and physical force has, it is believed, given way to moral suasion. Let us not be too sure of that. Let us see to it, first, that the burden is always in proportion to the strength of the bearer. Children differ widely in physical and mental endowments. A task that is light for one may be heavy for another. Without going into the discussion of mental capacity, or even that of physical defects, the lecturer limited himself to the consideration of faults in two of the five gateways of knowledge—the organs of vision and hearing. He then gave an extremely interesting description of the delicate and complex machinery which constitutes these two organs, illustrated by plates and diagrams. The animal economy craves for the perfect exercise of the senses. Every one has experienced the discomfort that attends the imperfect exercise of the senses, whether it be the effort of vision required in a dim, imperfect light, the effort of hearing in the interpretation of feeble or far-off sounds, or the various difficulties met with in the exercise of the other senses. The reason of this is muscular fatigue. Every contraction of muscular fibre under the influence of volition calls for the expenditure of a definite amount of nerve force. The size of the muscle brought into action bears no direct relation to the expenditure of nerve force. A musician playing a violin may expend as much as a blacksmith in his laborious trade. The demand for rest when exhaustion has reached a certain point, is as imperative for one as the other. But if exhaustion comes to the muscles regulating the action of the organs of special sense, there is the additional strain on the nervous system of an unsatisfied craving for the perfect exercise of the functions of the special organs of sense. To mere physical fatigue there is superadded a still more distressing mental exhaustion. If a child is called upon at school to exercise the functions of vision and hearing beyond the point of actual fatigue, what is more easy to understand than the failure of nerve force which manifests itself as inattention. The child that is, or appears to be, inattentive is an opprobrium to the teacher, and its conduct is always considered reprehensible. It becomes, therefore, an important question for the teacher to discuss how far it is the victim of circumstances over which it has little or no control. While some children regard school work as drudgery it must

be remembered that the average child in a state of health is always on the alert and its thirst for knowledge is like instinct in animals. This was shown in many ways, especially in the great curiosity of children and in the size and structure of the brain, whose chief function is the acquisition and storing of knowledge. The machinery is all ready, all that is required is the external stimuli to set the organs in motion. Most of the knowledge imparted at school is received by the pupil through the organs of sight and hearing, hence any considerable defect in these places the child at a decided disadvantage. There is always a certain amount of reserve power in the human economy which is seldom taxed to the utmost. Were this not the case, the machinery would break down much more frequently than it does. Some people get along with barely half the recognized normal vision or hearing, so much depends upon circumstances. What in one person would be regarded as a serious impediment may pass unnoticed in another. We may, however, be certain that whenever the visual organs are so defective that the daily requirements become a constant source of fatigue, the child will manifest distress by inattention. The same is true of defective hearing. Thus children are often blamed for habitual inattention, as if it were a bad habit that required punishment. Even parents are slow to recognize that inattention is not a habit, but a physical defect. In cases of many children brought to him, the lecturer found that they had been wronged, sometimes cruelly wronged. This may be accounted for by the fact that children vary considerably in their hearing. A child that is only a little dull of hearing now may be very deaf an hour hence and *vice versa*. Or the hearing may be sufficient till fatigue renders it incapable of sustained effort. In the case of defective vision being the source of inattention, there may be no vision defect, and it is thought there is nothing wrong because there is nothing visibly wrong. But by far the greater number of permanent defects in organs of vision are only discoverable by careful examination of the eyes. Apart from cases of organic disease there are in every community a number of persons whose visual defects depend on faulty information of the eyeball, giving rise to what are known as errors of refraction. None of these present any abnormality of appearance. Another defect equally inconspicuous is in the delicate and complicated muscular apparatus by means of which the eyes are compelled to move in unison in the interests of binocular vision. The errors of refraction are short sight, long sight and astigmatism. These were

illustrated by diagrams. An account was also given of the visual disability caused by faults in the muscular system of the eyes. In the case of children at school, where the mental activities are sometimes overtaxed in the acquisition of knowledge, these delicate organs become diseased, and the result is the boy becomes inattentive. Where such is the case the boy should not be held up to the derision and ridicule of teacher and pupils, since the source of the trouble is either hereditary or acquired.

### **Practical Hints and Examination Papers.**

#### HOW TO MAKE TWENTY SIMPLE EXPERIMENTS.

COLOUR.—1. For *blue*, dissolve blue vitriol in water and add a few drops of ammonia. 2. Add a few drops of sulphuric acid and the liquid becomes colourless. 3. Add ammonia and it becomes blue again. 4. For *black ink* dissolve copperas in water and add gall nuts, or tincture of galls. 5. Throw in a few crystals of oxalic acid, and it becomes colourless. Ink spots are removed thus. 6. For *red* place a bit of carmine in water and add ammonia.

FIRE, VOLCANOES AND SPONTANEOUS COMBUSTION.—7. Place a few crystals of chlorate of potash, in a deep conical glass and drop sulphuric acid on them, chlorine gas is formed. 8. Hold a rag saturated with turpentine in it. It will catch fire. 9. Mix powdered chlorate of potash and sugar and drop sulphuric acid on it. You will have a *volcano*. 10. Throw a small piece of phosphorus in water, in your conical glass, and cover it with chlorate of potash. Run sulphuric acid on it in a glass tube. You will have *fire under water*. 11. Ether poured on a tumbler full of water will burn on water, if lit with a match. 12. You can show how to put out fire by holding a paper over the flame. 13. A few drops of ether heated in a bottle will evaporate, and the gas formed can be lit at the mouth, illustrating *lamp explosions*.

TO LIGHT A LAMP WITH A SNOW-BALL.—14. Place a small piece of potassium on a lamp wick and touch it with a piece of ice or snow. 15. Drop a small bit of potassium on water. It will burn beautifully, illustrating the decomposition of water.

MISCELLANEOUS.—14. Fit a tube through the cork of a bottle, and heat the bottle while the tube end is under water. The air expands and when the heat is removed the water forces itself into the bottle. This illustrates how colds are caught. 17. Place a candle bomb over the flame of a candle. It explodes, illustrating boiler explosions. 18. Break a Rupert drop in a bottle of water. The concussion breaks the bottle. 19. Burn magnesium wire for a beautiful metallic light. 20. Throw a screw into a Bologna flask and show the breakage of a bottle that can not be broken by pounding.—*National Educator*.

—No suggestion that I can make is more important than that teachers study how to get more done in the few minutes given to recitation, the purposes of which are to find out whether the work assigned has been done, and, if not, why not; to train the entire class to a more thorough understanding and expression of what they have learned, to apply what they have learned in new directions, and then prepare the way for the work of another day. All this must be done for ten or twenty different pupils with but thirty precious minutes in which to do it. I have often seen a teacher spend most of the time in getting at his work, standing idly by while pupils were at work at the board, or at work with one pupil while a dozen were unemployed and listless, or teaching as if they were helping the pupils learn their lesson, and using other devices apparently to kill time.

The problem of the recitation is, how to lay out work for pupils so that they will bring the necessary material to the recitation, and then for thirty minutes keep every boy and girl intensely busy and interested in listening, thinking, and doing, in handling the matter of the lesson. At the close of such a lesson the pupils leave the room like young gymnasts, energized and strengthened intellectually by the vigor of the training. On the other hand, a sluggish recitation not only furnishes inferior results, but trains to sluggish habits that make it impossible for a boy to gather himself upon occasion, as at an examination and work vigorously and with effect.—*Supt. Kiehle.*

### **Correspondence, etc.**

#### DUTIES OF CITIZENSHIP.

*To the Editor of the EDUCATIONAL RECORD :*

DEAR SIR,—I see that "Montreal Teacher" has said a few words on the above topic in the January number of the RECORD. The subject is dropped in the February number, but as I wish to ventilate a few ideas on the subject of teaching patriotism I hope I may be in time for the April number.

Unfortunately, we have no William Tell for the genius of our Canadian youth to cluster around; we are too young to have long lists of heroes, from Alfred of England to Charles Gordon, as old England can boast of; our universities, splendid as they are, are only of yesterday when compared with Oxford and Cambridge.

But, I ask, have we not a past, full of interest if studied aright; full of lessons to thoughtful minds; with men sufficiently noble in peace and brave in war to thrill young readers and command their admiration?

Where is Frontenac? where Daulac? where Brock and De Salaberry? where the memory of the loyal Canadians in the war of 1812-13-14? and many more whose names and deeds I must omit, owing to lack of space?

I beg to suggest there should be a calendar made out for our schools, with the important dates of our history on it, and that the teacher be requested to give lessons as these days come round on the events connected with them. I beg also to suggest that it would be a good idea for all teachers of elementary schools to provide themselves with all the knowledge possible *re* our country, its extent, population, commerce, public works, including railways, tunnels and canals, and to skilfully impart this knowledge to the pupils, leading them to realize the grandeur of the inheritance which we receive in our country. Truly, we have wealth of forest and prairie, magnificence of mountain and river, unsurpassed terror in canon and loveliness in lakes. Truly,

“Where can we find in foreign land  
Such lovely lakes and glorious strand.”

We only need to understand this wealth of beauty and natural resource to be ready to impart this knowledge with enthusiasm to our pupils, co-heirs with us in this magnificent country.

Of course our Dominion has drawbacks, but, dear me, who wants perfection in this world? I fancy we all are prone to love our idols more tenderly for the faults which mar perfection.

Among the many attractions of our Dominion, Dr. McKay, of Halifax, at the meeting of the Educational Association last July, mentioned the fact that “the area of our Dominion is between those parallels of the globe which have always been noted for the finest specimens of the human race.” Say, my fellow teachers, is not that an inspiring thought amid the humdrum work of hearing tiresome classes?

I do not think it would be necessary to spend many minutes each day on this subject, and if we only inspire one pupil with a wholesome horror of boodling and corruption, when learning the lessons taught by the life of Intendant Bigot, we have not spent our time in vain.

STE. THÉRÈSE, P.Q.

SARA F. SIMPSON.

*To the Editor of the EDUCATIONAL RECORD :*

DEAR SIR,—In your discussion of Dr. Rice’s campaign among the schools of the neighboring republic there is a lack of the essence of fact which we teachers like to see in any discussion in which we are interested. The following is a report of Dr. Rice’s visit to the schools of Baltimore and what he says about them, and I trust you will have no objection to insert the article. “I have selected,” says Dr. Rice, “the schools of Baltimore, because they were the first of a group of schools of a certain order that came under my observation.

“My first illustration will be that of an arithmetic lesson, which I witnessed in an ‘advanced first grade’ (actually the second school year) in one of Baltimore’s schools. This lesson will indicate, to a

great extent, in what a soul-inspiring manner from one-fourth to one-third of the time is spent in the average primary school of that city during the first two years of school life.

“On entering the class-room a large blackboard, entirely covered with problems in addition, in endless variety, struck my eye. First there were such columns as :

$$\begin{array}{ll} 1 + 1 = & 1 + 2 = \\ 2 + 1 = & 2 + 3 = \\ 3 + 1 = & 3 + 2 = \end{array}$$

running down to  $10 + 1 =$  and  $10 + 2 =$ , respectively. Then there were columns with mixed figures, four lines deep, five lines deep and ten lines deep ; next examples in horizontal lines, such as  $3 + 6 + 8 + 4 =$ , and columns where each succeeding figure was 5 greater than the one before ; 1, 6, 11, 16 ; 2, 7, 12, 17, and so on. ‘We are just adding,’ the teacher said to me. ‘I am very particular with their adding. I devote from one and a half to one and three-quarter hours a day to this subject, and I will tell you,’ she continued, growing quite enthusiastic, ‘my pupils can add.’

“Then she faced the class and said, ‘Start that column over again.’ A little boy (apparently the leader of the orchestra), then began to tap on the blackboard with a stick, beating time upon the figures, while the class sang in perfect rhythm : ‘1 and 1 are 2, 2 and 1 are 3, 3 and 1 are 4,’ and so on, until the column was completed ; next they began with 2 and 1 and 2 and 2, etc. (When later they came to 5 and 8 are 13, 5 and 9 and 14, the rhythm was retained, but the effect was changed.) Next came a column of 2’s, the children adding, ‘2 and 2 are 4,’ ‘4 and 2 are 6,’ and so on. The teacher here said to me, ‘Now, I shall let them add that column mentally.’ Upon receiving such an order, the children cried out, ‘2, 4, 6, 8, 10.’

“I discovered, therefore, that this teacher’s idea of the difference between written and mental arithmetic consisted in nothing further than that in mental arithmetic the ‘and (2) are’ left out. Thus, 2, 4, 6, 8, 10 is mental arithmetic, while 2 and 2 are 4, 4 and 2 are 6 is the other kind.

When the children had reached the bottom of the last column in sight, I thought they had finished. But here I was mistaken. The board had two faces, and turned on pivots. In an instant it was swung around, and then I discovered that the other side of the board was likewise completely covered with columns in addition.

“When this exercise was finished, the children had some reading. The reading was fully as mechanical as the arithmetic. It amounted simply to calling words. Not only was there no expression, but there was not even an inflection, or a pause at a comma or a period. Nor did the teacher ever correct mispronounced words or make any attempt at teaching them how to read. Before the children began reading the lesson there was a ludicrously mechanical introduction,



including the calling off of the words placed at the top of the page, thus: Page 36, Lesson XVIII. The Dog and the Rat. Dog, Rat, Catch, Room, Run, Smell, Wag, Jump. And then came the story.

“Besides reading and arithmetic, there is in this grade oral spelling, a subject which is by no means neglected. This exercise is carried on both individually and in concert. The children also have instruction in penmanship. The remainder of the time is occupied as follows: Drawing, twenty minutes, twice a week, an object lesson of thirty minutes, once a week, and music, fifteen minutes daily.

“Now, as to the modification of the above methods in the various schools, I found but few. In arithmetic, this was mainly confined to the skill with which the children at the board wielded the baton, while pointing to the figures and beating time. In some cases this procedure was extremely complicated and still more ludicrous. Reading lessons, such as the one described above, I found in abundance, and the results were, as might be expected, miserable. In one class I found that the children did use inflections while reading. They religiously raised their voices two tones at commas and dropped them four tones at periods.

“I asked one of the primary teachers whether she believed in the professional training of teachers.

“‘I do *not*,’ she answered emphatically. ‘I speak from experience. A graduate of the Maryland Normal School once taught for me, and she wasn’t as good a teacher as those who came from the High School.’

“One of the primary teachers said to me: ‘I formerly taught in the higher grades, but I had an attack of nervous prostration some time ago, and the doctor recommended rest. So I now teach in the primary, because teaching primary children does not tax the mind.’

“I had occasion to attend a number of geography lessons. Such a thing as teaching geography from pictures, from the molding board and the like, is, as far as I was able to discover, unknown in Baltimore. It is all text-book work, and the words in the book are studied *verbatim*. In the upper primary grade, where geography is begun, the children learn how to rattle off definitions quite marvellously. I heard in one class the recitations of geographical definitions and of the boundaries of States in concert. In the grammar schools text-books are used in studying geography. The teacher opened her text-book to the page which contained the subject of the day’s lesson and asked—or rather read aloud—the questions which were printed upon the page; and, in reply, the children endeavored to recite, word for word, the text-book answers to these questions. I met one principal who was quite enthusiastic, but, as she was hampered in her work by lack of professional training, the teaching throughout her school did not differ much from that of other schools. She informed me, while speaking of natural-science work, that physics was studied quite thoroughly in the schools of Baltimore.

“‘Do the children experiment for themselves?’ I asked, ‘or do the teachers perform the experiments?’

“‘Oh, we have no experiments,’ she said. ‘We learn our physics from books. The city supplies us with no apparatus. We are at liberty to experiment if we desire. A friend of mine, a principal, informed me that she tried an experiment once, but it was a failure, and she vowed that she would never dream of making another one.’

“In one class, where they were having some physiology, in answer to the question, ‘What is the effect of alcohol on the system?’ I heard a ten-year-old cry out at the top of his voice, and at the rate of a hundred miles an hour, ‘It—dwarfs—the—body,—mind—and soul,—weakens—the—heart—and—enfeebles—the—memory.’

“‘And what are the effects of tobacco?’ asked the teacher.

“In answer to this, one boy called off in rapid succession a longer list of diseases than most physicians are acquainted with.

“‘What brings on these diseases, excessive or moderate smoking?’

“‘Moderate smoking,’ was the prompt reply.

“Now, what do these illustrations mean? Simply that I did not discover any evidence that the science of education had as yet found its way into the public schools of Baltimore.”

Such is Dr. Rice’s opinion of the schools that have hitherto had the highest encomiums passed upon. What do you think, Mr. Editor, of his criticisms?  
AN OBSERVER.

*To the Editor of the EDUCATIONAL RECORD:*

DEAR SIR,—Your remarks in “Editorial Notes” of January soliciting correspondence, prompt me to beg space to notice one or two articles appearing recently in the RECORD, and which I would have noticed at the time, had it not been that in a four years’ acquaintance with that journal, the almost dead silence of our school boards in its columns had somehow given me the impression that they were open only to the “guild,” and that it was their special province to deal with mind rather than matter. But as these same columns not infrequently remind us that matter, especially in the form of salary, is a *sine qua non* in the pedagogic economy, perhaps, after all, a secretary-treasurer may not be altogether *de trop* therein; notwithstanding your appeal is directed exclusively to teachers.

This much assumed: would you kindly come back with me to your October “Editorial Notes,” and the preceding article—“Teachers and Teachers.” Here we find three points bearing directly on the functions of school boards, viz.: “More discrimination in the selection of teachers.” “Better salaries,” and, “More prompt payment of those salaries.”

While it seems to me inexplicable that these strictures should have been allowed to pass without a single comment from our “board,” it is quite as much a conundrum why the RECORD, with all its editorial ability, makes not the slightest effort to solve these

problems, ("crack these chestnuts"—my pen would have put it, had I not checked it just in time) further than to "pitch into" the school boards—not sparing even the devoted heads of the secretary-treasurers. Be it known unto you that these latter functionaries are not usually provided with "open-sesames" by which they can, at will, conjure up an unlimited supply of shekels, but they are provided with most antiquated, clumsy, and uncertain machinery for collecting school rates—just about the same kind of machinery, but with its defects a dozen-fold intensified, that the teacher has for collecting her salary from the commissioners. Now, since our laws differ, in one respect at least, from those of the Medes and Persians, I don't think it should be at all difficult for our educationists to secure the assistance of our legislators in this matter. In fact, I think they'd rather enjoy amending the code, so as to make it obligatory on the part of school boards, when fixing their rates, to place them sufficiently above the actual requirements, to enable their secretaries to give a good substantial rebate to all who pay up on or before a certain fixed date. A subsequent and smaller rebate might also be allowed, after which payment in full should be exacted. Should a secretary still find his coffers not quite plethoric enough to meet all legitimate demands, he could, without injustice to anyone, borrow the required amount; but in my opinion, with this more common-sense, and by no means untried, method of collecting, he would never be called upon to face such a contingency, and problem No. 3, at least, would be solved as easily as rolling off a log.

Whatever may be said of the more complicated problems, Nos. 1 and 2, it is certain their solution would be greatly facilitated by the freely expressed views of such executives as school boards, secretary-treasurers, and common-school inspectors, whose duties bring them into every-day working contact with the common schools, especially in the rural municipalities: but as I have probably already exceeded the limits of the space at your disposal, besides, being as yet uncertain of admission to the charmed circle of the RECORD, I can, in the meantime, only beg to say *au revoir*.

BROWNSBURG, March 3rd, 1893.

Yours truly,

JOHN MCOUAT,

*Sec-Treas.*

*To the Editor of the EDUCATIONAL RECORD:*

DEAR SIR,—When are we to realize the golden age on this side of the line, when circulars such as the following shall be sent to our teachers as they have been to our professional brethren on the other side of the line. "There are 180,000 offices," says this circular, "within the gift of the new administration, and now is the time for those seeking public employment to take proper steps to secure one of these lucrative positions. All who are interested should at once send for a copy of the United States Blue Book. It is a register of all Federal offices and employments in each state and territory, the

District of Columbia and abroad, with their salaries, emoluments and duties; shows who is eligible for appointment, questions asked at examinations, how to make an application and how to push it to success, and gives besides a vast amount of important and valuable information relative to government positions never before published. Handsomely bound in cloth. Price, 75 cents, postpaid. Address, J. H. Soule, publisher, Washington, D.C.

Yours sincerely,

A TEACHER-POLITICIAN.

*To the Editor of the EDUCATIONAL RECORD :*

DEAR SIR,—Reading *Intelligence* the other day I found the following in the correspondence page, and would be grateful to any of my Quebec *confrères* if they would explain who is at fault in the grammatical cross-firing. “In the February issue of your paper,” says a correspondent to the editor of the above paper, “I find the following sentence:” “George’s father died when he was eleven years old.” I take it for granted that you fully approve of the articles that appear in the columns of your paper, and that you assume the responsibility for their correctness, in sentiment, as well as in language. Would you be kind enough, then, to explain to me how the personal pronoun “he” in the subordinate clause, can refer to the possessive noun “George’s” in the principal clause, while its proper (grammatical) antecedent is “father”? The letter is signed by F. W. Weimar, of Milwaukee, and the editor undertakes to answer his enquiry, at length in the following manner: “The time was when we could have sympathized more fully with our correspondent than we do now. We do not mean to exactly defend or excuse the sentence as it stands. If the editor had noticed it he would probably have amended it. But we would like to answer the question asked us by asking another. Ignoring the technical and arbitrary rules of grammar, will our correspondent explain to us what there is in logic or in common sense to hinder a personal pronoun in a subordinate clause from referring to a possessive noun in the principal clause as its antecedent, providing, of course, that the meaning of the sentence is perfectly plain? “George’s hat blew off as he was riding along.” Is there anything objectional in that? Of course not. It is not quite analogous to the sentence quoted by our correspondent, but the principle of language involved is the same. When the construction makes the writer’s meaning perfectly evident, and when it cannot be made to conform strictly to the ordinary rules of grammar without necessitating the use of more words or a weaker mode of expression, we believe in throwing grammar to the dogs. We defend emphatically the writer’s right of eminent domain over his English. If the sentence which our correspondent objects to read thus, “George’s mother died when he was eleven years old,” would he find fault with it? The more we think of it the more we believe we would defend it. In such cases the question is not, does the

sentence conform strictly to the rules of grammar? but, does it convey the writer's meaning in the best way possible?"

If the nut has been cracked by the editor or by his correspondent will some of our present dominies say where the kernel is, and relieve the mind of a bewildered

SCHOOLMARM.

*To the Members of the National Educational Association :*

The members of the National Educational Association living in Chicago and vicinity have organized themselves into a reception committee, and cordially invite all members of the Association to visit Chicago in July, 1893, to participate in the proceedings of the World's Educational Congress.

The preparation of a programme for the Congress is assigned to a committee, of which Dr. W. T. Harris, Commissioner of Education, is chairman.

The Executive Committee of the National Educational Association desires to provide for the prompt publishing and distribution of the Proceedings of the World's Educational Congress. The resident members of the Association, therefore, propose to secure suitable boarding-places for all teachers who will become members of the National Educational Association for the year 1893, paying the membership fee of \$2.00, which will also entitle them to participate in the World's Educational Congress and to a copy of the Proceedings.

It will be unwise to come to Chicago without previously making arrangements for entertainment. The price for entertainment will vary from \$1.50 a day in private houses to \$2.00, \$2.50 and \$3.00 a day in boarding-houses and small hotels.

Teachers desiring to avail themselves of this invitation will remit the sum of \$2.00, which is the membership fee of the National Educational Association for 1893, with the name, post-office address and a statement of the time when they will visit Chicago, and the amount they are willing to pay per day for entertainment, to J. M. Greenwood, Treasurer of the National Educational Association, Room 72, City Hall, Chicago, Ill.

[This letter is, of course, addressed to all Canadian teachers who intend to be present at the Congress.—ED. E. R.]

The following notes, which we have received from a friend in Lennoxville, cannot fail to be of interest to our readers:—

The regular routine in College and School has gone on during the present session with very little disturbance: hence there is very little to report.

The Corporation of the College met in Quebec, in a room kindly loaned by the Department of Public Instruction, on Thursday, the 2nd of March, the Bishop of Quebec, Vice-President, in the chair. It was reported by the Principal that enough money had been received to complete the Divinity House free of debt. Thus there is now accommodation in the College for forty residents.

In January the regular use of the Chapel was resumed. The roof of the Chapel has been completed, but the double floor has not yet been introduced, the one used at present being rather rough. Chairs are being temporarily used until sufficient money can be obtained to restore the stalls. Two stained glass windows have been promised, and others are hoped for. It is proposed to adopt a connected scheme of biblical subjects for the windows, the whole scheme conveying special lessons.

In the department of Arts two students are reading for classical honors and one for mathematical honors. The results of the Easter examinations are satisfactory.

Perhaps it is not generally known that the University of Bishop's College has power to examine and confer degrees in music, the examiner being Dr. Garrett, University Organist, Cambridge, England. The papers set are on the same standard as Cambridge, where Dr. Garrett is also an examiner. There is no higher standard to be found on the continent. A leading Montreal organist is coming up for the examination shortly, and the College would like the existence of the faculty to be more widely known.

Within a short period we have had two most interesting and enjoyable visits from the Bishop of Quebec, who has given instruction to the candidates for holy orders in matters connected with their future work.

The Dean of Quebec paid us a visit on Tuesday, the 14th of March, inspecting the classical work of the College and School. He gave a favorable report of the work he had seen.

We have lately had interesting visits, with addresses; first, from Canon Bullock, of Leeds, England, whose special talks to the students and the boys will be long remembered, and from the Right Reverend Bishop Sillitoe, of New Westminster, who gave an interesting address, illustrated by lantern slides, on his sphere of work in British Columbia.

### **Books Received and Reviewed.**

[All books for review and exchanges are to be directed to Dr. J. M. Harper, Box 405, Quebec, P.Q., and not to Montreal.]

Among our exchanges there is none more valued than the *Monist*, a quarterly magazine, of which the scholarly Dr. Paul Carus is editor. This periodical is an outgrowth from the *Open Court*, which we also receive regularly in its reduced form. No teacher who has a leaning towards the metaphysical problems of the day can well be without these periodicals, which can be procured from the Open Court Publishing House, Chicago. *Education* continues to hold the first rank among our educational periodicals, and may be obtained from 50 Broomfield Street, Boston. The contents for March is a tempting

repertoire for the progressive teacher who wants to know what is going on in educational circles on the American continent and elsewhere. *University Extension*, a monthly devoted to the interests of popular education, tells all about the university extension movement and contains other excellent articles. It is published in Philadelphia. *Current History* is a magazine specially prepared for our schools. As a quarterly register of all that is taking place in the world at the present moment, it sustains the high character which we gave it some months ago. Every school should have a copy. *The Canada Educational Monthly*, edited by Mr. McMurchy, M.A., has an excellent table of contents for March. *The Scots' Magazine* comes to us fresh and bright every month, with a series of articles that cannot but be welcome to the trans-Atlantic Scotsman. Those of our teachers who desire to have the best of practical hints for their school-work should subscribe for the *Boston School Journal*, *The Popular Educator*, and *The Teachers' Institute*, or *Intelligence*. These journals are far away the best periodicals of the kind published on the continent.

HEMLOCK, a tale of the war of 1812, by Mr. Robert Sellar, author of the history of Huntingdon, and published by the Messrs. F. E. Grafton & Sons, Montreal. We are glad to see that Mr. Sellar is thus continuing the series of *Gleaner Tales*. His fame as a writer is fast extending beyond the local *clientèle* which he first addressed, and this later production of his is sure to make his name known to every Canadian reader. The story is well told in simple language and true artistic *naïveté*. The book, as an historical novel, should be procured for our school libraries. It is well bound and neatly printed, and would make an excellent prize book.

PRIMER OF DOMESTIC ECONOMY, by Edith Barnett and H. C. O'Neill, and published by the Messrs. Macmillan, London, England. We recommend this book to the attention of our Girls' Schools and Ladies' Colleges. It is a choice little book for those who would learn the "natural philosophy" of the household. It consists of four parts: The House, The Home, The Purse, and the Ordering of the House. Get it, girls!

ANDERSEN'S MARCHEN, edited, with notes and vocabulary, by Dr. O. B. Super, Professor of Modern Languages in Dickinson College, and published by Messrs. D. C. Heath & Co., Boston. This forms another of Messrs. Heath's excellent *Modern Language Series*, and will be welcomed by our teachers of Modern Languages as a pleasant tale pleasantly prepared for the student of German.

STORIES FOR CHILDREN, containing simple lessons in Morals, by Lucretia P. Hale, and published by Messrs. Leach, Shewell & Sanborn, Boston and New York. As a supplementary reader for the pupils in the lower grades, we know of no book that would equal this, in view of the reform in favour of an improved morality-teaching in our schools. Miss Hale's experience on the committee appointed to

prepare books on morals for use in the Boston public schools has evidently been brought to bear upon this excellent little work.

THE WORLD-WIDE ATLAS, with an introduction by Mr. J. Scott Keltie, and issued from the press of Messrs. W. & A. K. Johnston, Edinburgh and London. This atlas of modern geography, political and physical, contains one hundred and twelve plates, and, though it is one of the finest works of the kind, the price is not more than two dollars. The maps are of the highest art of map-printing, carefully edited up to date. The book is beautifully bound. The index at the end enables a pupil to find any place without difficulty. Indeed, we have seen no work so complete or so well arranged for the purpose for which it is intended. It would be the very book for the teacher's desk or the merchant's office : cheap, complete and handsome.

Those who wish to add to their library of modern classics should send to Messrs. D. C. Heath & Co., of Boston, for *La Cigale chez les Fourmis*, edited by Mr. W. H. Witherby, M.A. ; *Aus dem Leben eines Taugenichts*, edited by Mr. Carl Osthans, M.A., of Indiana University ; *La Mare au Diable*, par Prof. F. C. de Sumichrast, of Harvard University ; *L'Arrabbiata*, edited by Dr. Wilhelm Bernhardt, and *Le Duc de Beaufort*, edited by Mr. D. B. Kitchen, M.A. These volumes form an excellent addition to their predecessors, carefully prepared and neatly printed.

CLASSICS FOR CHILDREN, published by Messrs. Ginn & Co., Boston. Two new volumes have been added to this series, which we hope to see in every school library in the province. These are *Chesterfield's Letters*, abridged by Edwin Ginn from Charles Sayle's edition, and accompanied by a biography written by Miss M. F. Wheaton ; and *Don Quixote*, abridged and edited by Miss Wheaton. No words can express the gratitude the true educationist should feel at the continuance of such a series of library books as these for the young folks. They are cheap, neatly printed, and bound in a way very suitable for youthful hands.

### Official Department.

#### INSTITUTES, 1893.

It has been decided to hold Institutes this year in Lennoxville, Cowansville and Inverness, beginning Tuesday, July 4th, and continuing to the evening of the 7th.

The lectures will be as follows :—

English Secretary of the Department of Public Instruction and Inspector Hewton . . . . .	Lennoxville.
Rev. E. I. Rexford, Dr. Harper and Rev. Inspector Taylor . . . . .	Cowansville.
Professor Kneeland and Inspector Parker . . . . .	Inverness.

The following subjects will be taken at all the Institutes :—

First.—Art of Teaching, with special reference to the subjects



treated in Part 1, Chapter 7 ; Part 2 ; Part 3 ; Part 6, chapters 1, 2 and 3 of Baldwin's School Management.

Second.—Arithmetic, simple rules.

Third.—Geography, preliminary, with special reference to the Province of Quebec.

Fourth.—English, introductory to text-books.

The lectures will be given with a special view to aid in the use of the authorized text-books.

It is important that those who attend should come as well prepared as possible.

Announcements cannot be made now in regard to accommodation for those who attend the Institutes, but the next issue of the RECORD will contain full information upon that and other matters.

#### NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, under date 17th January, 1893, to appoint two school commissioners for the municipality of Fermond, county Champlain, one school commissioner for the municipality of St. Désiré du Lac Noir, county Megantic, and one for the municipality of Grande Valley, county Gaspé.

19th January.—To appoint a school commissioner for the municipality of Bedford, county Missisquoi.

2nd February.—To appoint a school commissioner for each of the following municipalities : Marston South, county Compton ; Cote St. Elzear, county Laval ; St. Benoit Labre, county Matane ; and St. Ulric de Matane, same county.

10th February.—To appoint a school commissioner for the municipality of Ste. Martine, county Chateauguay, and also to appoint Mr. Thomas J. Brown, trustee of the dissentient schools of the parish of St. Zotique (Coteau Landing,) county Soulanges.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 14th of February instant (1893), to detach from the school municipality of Saint Roch, the cadastral lots of the parish of Saint Roch de l'Achigan, from and including No. 616 to No. 646, inclusively, and to annex them to the school municipality of the parish of Saint Lin ; in the county of L'Assomption. This annexation to take effect only on the first of July next (1893.)

20th February.—To appoint two school commissioners for the municipality of St. Casimir, county Portneuf.

22nd February.—To appoint a school commissioner for the municipality of Ste. Anne de la Pocatière No. 2, county Kamouraska.

24th February.—To appoint a school trustee for the municipality of Arundel, county Argenteuil.

18th March.—To appoint a school commissioner for the municipality of Hochelaga, county Hochelaga.

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VOL. XIII.

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**Articles : Original and Selected.**

SCHOOL APPARATUS AND SCHOOL LIBRARIES.

The inclination to improve the school is to be met with in more localities than one might suppose, while reading the reports of the educational policeman who is going around at present in some of the cities of the neighbouring republic armed with the search warrant of the *Forum*; and the number of enquiries that have reached us, even from the country districts, about the necessary school apparatus, all but re-assures us that things are about to be as well as can be expected in this respect. To make a general answer we would give as a first piece of advice that the most necessary and the cheapest articles should be purchased first; and further quote the following article from *Intelligence*:—In many schools—notably in those of the rural districts—the necessary apparatus for illustrating the different branches of instruction, and libraries for the self-improvement of the children, are wanting. When we consider that a small outlay of money annually will furnish the school all that is needed in this direction, it is astonishing that boards of directors and of education are so slow in procuring these indispensable helps to the teachers, and the opportunity of being suitably instructed to the children. The youth of the province are the dearest treasures the people possess, and they are entitled to the best apparatus, appliances and books that it is possible for human efforts to make.

The various helps for teaching in common schools may be classified as follows :—

1. REFERENCE BOOKS.—Under this head we may name a dictionary (an unabridged one for the teachers and more advanced pupils, and smaller ones, octavo size, “academic” or “high school,” for the pupils), a geographical gazetteer, and, if possible, an encyclopedia. (The last named need not be a voluminous work for country schools.)

2. APPARATUS.—The means for instruction or illustration are so numerous and expensive to-day—many of them very costly and totally useless in village and country schools—that a close scrutiny and careful selection are necessary in order not to encourage extravagance.

For teaching *reading*, a set of reading charts or a reading machine, is very helpful.

For *arithmetical* instruction, an abacus or counting frame, a set of arithmetical charts and of geometrical blocks, should be purchased.

In *geography*, a globe (at least six inches in diameter), a slated globe, a map of the county, a map of the state, a map of the United States, a map of the hemispheres, and a set of geographical charts for illustrating the elementary phases of the science, and in graded schools, maps of the other parts of the world and a map of the world (Mercator’s projection) are desirable.

For *historical* teaching, publishing houses have recently furnished some apparently valuable contrivances, which are interesting to the student of history in college or university only. The best historical charts in common schools are those which the pupils themselves prepare, under the direction of the teacher, as a review after a certain period of history has been mastered.

For illustrations in *physics*, the country school needs very little apparatus, unless the teacher is able to handle it successfully. The best or most useful apparatus in this branch is that which the teacher himself makes, or the teacher and his pupils manufacture themselves. (Air-pumps, electric machines and batteries, purchased at the instigation of an enthusiastic, competent teacher of physics, are, after his departure, often left to rust and decay in the dust of the garret or cellar, under his successor; and this want of care has, in many instances, prevented school boards from making purchases in that line again.)

Some specimens of stuffed mammals and birds will be found very useful in teaching *zoology*. Reptiles, batrachians and fishes

may be brought into school alive for the purposes of illustration ; likewise molusks, insects, worms and lower animals. Great care should be taken by the teacher, in this matter, not to allow children to treat these animals cruelly. Collecting butterflies, beetles, etc., is one of the results which the study of nature produces upon children, thus keeping them out of mischief and vice.

For the study of *botany*, plants may be had during the greater part of the year. Teachers should inform themselves during what month, or even week of the month, the blossoming of the plants take place in each locality.

In *geology*, specimens are easily obtained ; and it would be very beneficial if a collection of the metals and other materials used in our industries, the arts, and our household economy, could be obtained for the schools.

Cases and lockers should be provided, so that the books, specimens and apparatus can be safely kept, and that order and cleanliness may prevail everywhere.

3. LIBRARIES.—If our children were to learn to read and to master the four or five reading books of a series in school, only, and afterward they were to receive no further encouragement to read good books that will widen their circle of thought and cherish in them an ideal life, their reading would be of very little consequence. For, merely to be able to read without having a taste to read inculcated, seems like “love’s labor lost.” To create a love for reading, and, especially, for reading the best of literature, libraries are to be established in every school district of the State. Valuable as the country newspapers are, if the young were to gather no other information than what is contained in them, they might for their mental improvement, as well not read at all.

“The best is just good enough for the children,” says the poet. In these district libraries none but books of unquestioned and unquestionable merit should find a place. Within the last ten years, most book houses have published excellent books for young people, and to merely begin to print a list of suitable books here, would far exceed the space at my disposal. With the aid of the county superintendent and the teacher, the school board of every district may select from the various catalogues good books, suitable for every grade of children in school. Children who have not attained a certain proficiency in reading should not be made to read independently. Great harm is also done by causing such young children to read by themselves ; they get used to skinning over the pages hurriedly,

without taking in the sense of what they read. Such slipshod reading is highly to be deprecated.

HOW TO USE THE LIBRARY.—When the books are purchased, the first thing to do is to prepare a catalogue, *i.e.*, the books should be numbered, and the number and title entered in a book. Rules for the use of the library should be adopted, and these, together with the name of the district, should be written on the cover, or by means of printed slips, pasted on it. The teacher should be the librarian, keep the book account of the library, and watch carefully that the proper books (*i.e.*, for the age) be loaned to the children. The library should be open for the loaning and exchange of books only at certain hours in a given day of the week. The children should under no circumstances be permitted to take books from the shelves and to select books at any time. By such practice the very objects of a library would be defeated; children would become devourers of books, not careful readers. During the hours when books are returned, the librarian can at once notice whether any damage has been done and call attention to it, so that it may be repaired, or, in case of serious damage, the book can be replaced. Since parents may not always be cognizant of their children's taking books from the district library, it will be good practice to require parents to vouch for the children before the latter are allowed to take books from the library.

### THE TEACHER TAUGHT.

The teacher taught—not by the normal school, nor the weekly meeting, nor the summer assembly, nor the national convention, but—in the school-room itself, by the faithful and earnest doing of the daily task and the wise appropriation of wisdom's experimental hints. That is the way every teacher, who is properly constituted and evolved, gets that final and supreme training which is the secret of professional success. The teacher may come from the training school armed *cap-a-pie* with all the equipment of knowledge and method, but he will be as awkward and ineffective as David in the armor of Saul, until he has put off his profundities and his theories, and stooped to pick some of the smooth stones of wisdom from the brook of practical experience. That is the reason why school committees, in selecting teachers, give so much importance to the matter of previous experience. The crucial question always is, not how much does one know? but, how much of what one knows is he now capable of imparting to others?

We shall have to admit, then, that the best teaching for a teacher, that which consummates and crowns, and makes fruitful the whole educational process, is the practical experience of the school-room. Nothing can take the place of this or render it in any degree less valuable, less essential.

Such being the fact, it will be interesting, I trust, to study for a few moments this subject of self-instruction in school-room work. How is the teacher taught? What are the methods by which this reflex educational process is accomplished?

First, the teacher is directly taught by the pupil. What a debt of gratitude every instructor owes to his classes, for the discovery of new points of view, for fresh and unhackneyed interpretations of truth, for keen, earnest questions that pierce to the very heart of a subject, for intuitive hints and suggestions, throwing their light far beyond the topic under discussion! I doubt if any thoroughly wide-awake and appreciative teacher ever had a pupil from whom he or she has not learned something of permanent value.

It may be that the lesson comes in the way of rebuke. Many a teacher has blushed with honest shame at the quiet, straightforward, *naïve* criticism of a clear-eyed child. No one so quick, so sure to spy a fault, and, having spied it, to frankly point it out, as a school-boy or a school-girl. Respect the honest faces of children. It will not do to be anything but sincere and genuine before such batteries of innocence and sincerity as these.

Again, the teacher's instruction from the pupil may come in the way of appeal. One of the greatest benefits of dealing with young people is the magnetic way they have of drawing a person out. Their needs, their demands, even their manifest failings make a certain helpful draft upon an adult, and especially upon one who stands to them in the relation of teacher. The lack in the pupil must somehow be supplied by a greater sufficiency in the instructor; and this is a healthful invigorating demand. It puts new strength into the helping mind, just as leading and guiding and lifting over hard places puts new strength into the helping hand. The teacher who has had no experience in the way of supplementing the needs and deficiencies of pupils, has lost or neglected one of the most valuable aids to self-development and equipment for his chosen work. The appeal of the student should be one of the teacher's most potent inspirations and incentives.

But, secondly, the teacher is taught in the regular routine of school-room work, by the discipline of mistakes. No worker of

any kind is worth much who has not made mistakes—and profited by them. It is the most wholesome kind of discipline. One never forgets the lesson of a mistake. It is like a mnemonic burr, that sticks so tightly it would pain you to get it out. The first year or two of any teacher's experience is sure to be checkered by mistakes. But instead of being therefore a depressing period of life, as it too often seems to be, it ought to be a time of perpetual thanksgiving, for throughout it all wisdom is conferring her most precious gifts upon the novice. For every perceived and acknowledged mistake you receive, as a voucher, one of the golden coins of experience—and more than that, fortune supplies you with a safety-vault in which to keep your wealth! For if you had learned these very lessons theoretically, you would be apt to forget some of them, but having learned them through the hard discipline of mistake, you will never forget one of them so long as you live. "Blessed be drudgery!" cries Wm. C. Gannett. "Blessed be mistakes!" we respond; for the soundest and sweetest fruit of experience is made up of amended mistakes.

But perhaps the most effective of all the agencies of self-development in practical school-room work is experiment. I fancy I see some conservative educator start at this statement, as if it were rank heresy to claim the right of experiment for the average teacher. But heresy is at the front nowadays, as one of the world-moving forces. It is right in touch with the spirit of the age. Why, then, should we not import a little of this modern, vivifying force into education? I repeat my assumption, that the teacher is entitled to the right of experiment in school-room work. We have had too much cut-and-dried instruction in elementary education. We have had too much subordination of the individual to prescriptive method. It is high time that the element of personality were taken into the account.

I assume, therefore, that the modern teacher has, or will presently have, the right to import his or her personality into school-room work and conduct classes in accordance with personal talents and aptitudes. This includes the necessity, to a certain extent, of experiment. This tentative process, however, need not exceed in any way prescribed educational principles and customs, so far as these are universally admitted to be beneficial. It may simply be applied to the best methods of imparting instruction entirely within the limits of these prescriptions, but with the element of the teacher's personal aptitudes and fitnesses taken into the account. It is in this

adjustment of personality to the needs of the school-room that the teacher gains much of that higher self-teaching which is necessary to successful professional work. If teaching is a science, then this is the true inductive method of pursuing it.

Such, then, are some of the means of school-room culture for teachers. It is a sad mistake to think that when one enters upon the active work of teaching, the period of preparation for that work has passed. On the contrary; the most important stage of it has just begun. The school-room is a post graduate normal course, and, like all post graduate courses, it furnishes the most advanced and important and valuable instruction which is obtainable.

### **Editorial Notes and Comments.**

Before another issue of the RECORD has seen the light the June Examinations will be over, and from what we know of the schools in their more matured organization of the present year after so many years' experience of the present course of study, we are inclined to think that the record of the examination will be gratifying. The routine of the examination and the manner of receiving, distributing and returning the papers we are now so familiar with, that mistakes of any serious import can hardly arise, yet the greatest care should be taken to prevent even what may be called unimportant mistakes. The teacher has a responsibility which should not be overlooked. The discipline of the school is in his or her hands just as on ordinary days, and wrong doing should be frowned down with as much emphasis during examination week as on any other day of the year. We hope to be able to report in the most favourable terms of the issue of the first week in June. It is a memorable week for the pupils, and should be one of satisfaction to every teacher.

—Some good things have been said at the late convocations of our colleges, and our readers will be interested in having a collection of them. Dr. Clark Murray, Professor of Metaphysics, in addressing the graduates in Arts of McGill University, spoke in lofty terms of the true ideals of education. Intellectual virtues, he said, passed over into the virtue of moral life, the only way in which a man could be true to others was to be true to himself. Thus a graduate to be true to others and to uphold the honour of his degree must be true to himself and



realise the moral culture that his degree should bring. The Faculty of Arts was the faculty of culture, its very existence showed the value to be attached to culture for its own sake. In the other Faculties scientific and literary studies were pursued for some extrinsic purpose, not only for intrinsic value. The man who only learned to apply a knowledge for an object was thereby committed to a cross utilitarianism. The studies of the other faculties formed intellectual departments for which the Faculty of Arts supplied a stepping stone later by providing the professional students with preliminary personal culture. The immediate aim of an industrial training being the pursuit of wealth, there was a tendency to degrade man to this alone. So it was valuable to encourage and maintain all institutions that remind us that man himself is greater than all his possessions, and that it is no use to gain everything if he lose possession of himself. This was the true end of all culture. Man was nothing till he learned this lesson. However imperfectly the Faculty of Arts might perform its vocation, that vocation was clear. It was not for the purpose of training men to produce here, but to obtain the moral and intellectual Faculties, to teach that the production of wealth must be subordinate to the supreme ideal of cultured manhood and womanhood. But of culture, as of all else, it must be said that it must not directly be sought, but only by the way. There should be self-forgetting devotion, men should have an enthusiasm of humanity for a great ideal. As they travelled further in life they might be disheartened at times to find the glorious visions of their youth seem to fade away. "But never part with your faith: this forms the star of life, and now as of old the more men follow it, they will surely be brought to see the light that lightens every man that comes into the world."

—Principal Adams of Lennoxville, at the closing ceremonies of the institution over which he presides, referred to the satisfactory progress in the various departments for the year. It was satisfactory to note a considerable increase in the residential accommodation. This system was deservedly supported by the authorities of Lennoxville. It was hoped that the system and institution would receive greater support from the public. The Principal hoped some magician would arise capable and willing to exercise the enchanter's wand on behalf of the various departments of Bishop's College. It would not be needful to duplicate McGill; slight variations in type might exist, and this might even be an advantage. The progress of the school under conditions of increased competition in Montreal

and elsewhere was held to be encouraging. Some words of encouragement and congratulation were then said more directly to the graduating class. The spirit of duty, of religion, and of earnest service and true reverence, which should pervade all professions, should especially adorn the medical, which was one of high privilege and responsibility. No one endowed with the royal priesthood of Christianity could live for the enjoyment of the passing moment merely, to no profession was open a greater opportunity for the service of mankind. Nor had any profession a greater sphere for reverence. There was the reverence for what was above us. The great personal power who had revealed to us right and wrong and that all precious record of one sinless life. The sounder the body becomes the nobler instrument it becomes for work and worship and the more becoming a habitation for the Divine indwelling. Reverence for those about us—true priests of humanity, medical men while they see much of the littleness and selfishness of human nature, see much of its greatness, its patience, its endurance, its self-sacrifice—also reverence for what is beneath us; for the wonders revealed in the microscope in the matter of germs—the battlefield of disease: these wonders lead us to reverence too. Welcome to your adult rank, God speed you in your life work, so responsible, so ennobling, so far-reaching in its manifold issues.

—Dr. Trenholme, dean of the faculty of law in McGill University, in his address said that during the year there had been no change in the staff of the faculty. The staff that was nominated upon the reorganization of the faculty under Mr. McDonald's endowment remained the staff to-day, and the names of these gentlemen was sufficient guarantee not only to the generous benefactors of the university, but to the public, that the course of law delivered in the faculty was as high and efficient as any at present in existence. He did not say this by way of boasting of the work of the faculty, but in justice to the gentleman who had put the faculty on a footing to discharge its duties towards the university and the public. The year had been one of hard work. During the course that the graduating class had gone through they had studied upwards of forty different branches or departments of law and had undergone that number of written examinations of from two to four hours' duration each. He hoped that the day was coming when the faculty would have a building of its own somewhat commensurate with the importance of the work it had to do, and that it would become what it ought to be, a legal

centre in this community and a centre of legal influence in the province. Although the faculty had done good work, it hoped to do better in the future, and had resolved to extend the course to four years. Though they thought that this change should be made, there was no intention of doing it with undue haste. The faculty wished to wait until, among other things, a proposal had been discussed by the different faculties of introducing a six years' course, partly in arts and partly in one of the other faculties, and a student would then receive both degrees upon graduating. The faculty of law gave its hearty support to the proposal. Another improvement which the faculty had resolved upon was that a portion of the lectures next year should be delivered in French and the examination papers set in French, so that the graduates should go forth with a knowledge of both languages, which was of the utmost importance. This was an epoch year in the history of the faculty, since it was the third year since the faculty was reorganized, and that day was to be presented the first batch of graduates who had been trained under the reorganized faculty. In conclusion, he read the list of graduates and prize-winners.

—Dr. L. H. Davidson, Q.C., in his address, after a few opening words expressive of the pleasure he felt in addressing the graduating class of 1893, congratulated them on having successfully passed another stage in their journey towards the professional life. He said that convocation was not merely an occasion for compliments, but rather one of counsel and advice from Professors as a body to those who had been under their instruction; that the graduating class had attained the honorable position of Bachelors of Civil Law, and would shortly be seeking admission to the practice of the profession. It was well to have a clear perception of the character and origin of the law, in order that they might be inspired with a desire to fulfil the high duties in connection with its practice and application. "The science of law," he went on to say, "has been described as the perfection of reason, to which it always intends to conform, and that which is not reason is not law." And of it the immortal Hooker wrote: "Her seat is the bosom of God, her voice is the harmony of the work, all things in heaven and earth do her homage, the very least as feeling her care and the greatest as not exempt from her power." He then went on to enlarge upon the sacredness of the calling, saying that behind all acts of Parliament under authority of the sovereign power of the state, there lies and must ever be those immutable principles of right and wrong which emanate from the Divine

mind itself; that, in so far as the laws which states and communities enact, and are in harmony with those principles, are they worthy of a place within this sublime science. To enforce and point his words, he then quoted from the prophet, saying that all engaged in the administration of law must recognize their force,—“the Lord is our Judge, the Lord is our Law-giver, the Lord is our King.” Natural law is but His will. The Law of Nations is but a system of rules deducible from reason and justice. Municipal or civil law, but a rule of civil conduct prescribed by the supreme power in the State, commanding what is right and forbidding what is wrong. The complex and ever-varying relations consequent in the highly developed state of society in which we live call for constant and ever-varying applications of these fundamental principles. He then urged most earnestly that all of those who pass nominally out of the category of students should recognize the divine source and origin of one law, saying that it would ennoble the profession in their eyes, and inspire them with high motives and desires. Law is not merely a science whose principles are to be studied and acquired, but whose principles are to be applied as men between God and man as between “man and man.” In this connection it will become your duty to continue the study of law in its several branches and to familiarize yourselves with the great works of famous men on the subject, among which the Bible is by no means the least important. As a leading American lawyer wrote: “The Bible forms a very natural introduction to the student’s course, as being the foundation of the common law of every Christian nation.” He further went on to say: “A thorough knowledge of it will be of incalculable service to you in your practice at the Bar, for all great lawyers have felt and recognized its power.”

—Mr. Moss, one of the valedictorians, in speaking of a university education, said that it did not consist in the mere mastery of facts. They had dealt with facts to assist in the explanation of the various problems of life. The object of the university training was the development of thought, and if the graduates had learned to think, the facts would come afterwards. It was not the aim of the college to send out walking encyclopedias. The character of the students had been moulded during the seven years’ contact with the earnest professors of the college. As they looked out on the world they saw certain conditions of life existing, and it was according to the times that they must govern themselves. The spirit of toleration was eminently characteristic of the age. There was a cry for a

modern creed reflecting the thought of the age. Would it not be better for the ministers to mould that growth as much as possible? Among the other subjects for the graduates to take a stand upon were Church Union, the relation of the Church to labor, and the building up of a great Canadian nationality.

—Prof. Nicholson, in addressing the students of applied science in McGill University, gave a few words of advice, warning and encouragement. He pointed out that those who had that day received their diplomas in the faculty of applied science were entering upon the practice of a profession which, in the arduousness of its successful prosecution, might compare with any other for which the university prepared students. He touched upon the civilizing and humanizing nature of the engineering profession, and spoke of the present state and the future prospects of engineering as a profession, the qualifications necessary for its successful prosecution and the etiquette to be observed between professional brethren. Engineering skill, he said, had been one of the most potent factors in placing the Anglo-Saxon race in the fore front of nations. Up to the middle of the eighteenth century Britain depended for engineering upon foreigners; but now, instead of borrowing engineers from abroad, she sent them to all parts of the world. He mentioned some of the great engineering works achieved by Anglo-Saxons during the past half century, such as the underground railway of London, Eng., the Union or Central Pacific railway, the Northern Pacific railway, the Southern Pacific railway, the Canadian Pacific Railway, the Clifton suspension bridge, the Niagara suspension bridge, the Brooklyn bridge and the Forth bridge. He recommended the cultivation of a spirit of accuracy and self-reliance, and said that their conduct to the other members of the profession should be founded on the principle: "Act by your colleagues as you would have them act by you." Let them ever remember that they were graduates of a grand university, and that their actions would reflect upon it either for honor or for dishonor.

### **Current Events.**

—The experiment of school entertainments is realizing well in many of our villages, as in the case of Lachute, where over \$60 was raised by this means, lately; and Lennoxville, where over \$40 was obtained. The money gain does not give, however, an estimate of the whole gain of these enterprises. With the money the equipment fund is of course augmented,

but through these meetings the public are brought directly into contact with school work, and it is just possible that in the near future it may lead to a regular practice of school visitation by the parents. The introduction of a public day in our larger schools may be necessary before the practice fully matures, but the time is coming when the parent shall know what the school is from his own inspection, and not form his opinion so readily as he does now from hearsay.

—Sir William Dawson's return from the south in an improved state of health has been greeted with the warmest congratulations on all sides, while at the Convocation meetings his reception was attended with ovation after ovation. In closing the proceedings of the Arts Convocation, Sir William reciprocated by warmly thanking those who had made such kind reference to himself and his work, and expressed his deep satisfaction at being restored once more to their midst. But the greatest satisfaction of all was to see that the prosperity of the University was not affected by the absence of any one man. The general faculty, he said, should have larger means, equipments, and more men. He also referred to the expectations held of the graduates who, by their character and attainments, should be an honor to the University.

—In connection with the return of Principal Dawson, Mayor Desjardins said: "No words could be too strong to convey the esteem and appreciation in which Sir William Dawson was held by Montreal, and he congratulated the University upon this auspicious occasion, which saw him once more among them restored to health. There was no doubt his name, as one of the greatest benefactors of the University, would be handed down to posterity associated with the names of those noble men whose generosity had been the means of placing McGill in her present efficient position."

—At the twentieth Convocation of the Montreal Wesleyan College, the Rev. Dr. Shaw reported that the college has at present an endowment of \$50,000. They desire to have it increased to \$100,000. Through the good offices of Mr. Harris \$17,000 of this has already been raised.

—The McGill Normal School has had in training this year, besides the undergraduates in the academy classes or attending lectures in pedagogy, 88 teachers, of whom three were men. In the Model School there were 350 pupils in attendance, of whom 203 were girls and 147 boys.

—Chancellor Heneker at the late Convocation of the Medical Faculty of Bishop's College alluded to the parent institution at

Lennoxville. It was a Church of England institution, but no attempt was made to interfere with the religion of the students. Many visitors had come to inspect their new building and all had admired it. The College Chapel, though as yet not quite finished, was the subject of much favorable notice on the part of strangers. It was constructed in the same style and compared favorably with the chapels of universities in England. He hoped to see a general board appointed to examine Canadian medical students. The degrees might still be presented by the particular college at which the students had studied, but a uniform scheme of this nature would be most advantageous. He felt sure it would result in the acceptance of a Canadian doctor, not only in every portion of the Dominion, but also throughout the world. The same scheme had been adopted in the case of clergymen of the Church of England, and he was confident it would soon be arrived at by medical examiners in Canada.

—The Dean of the Faculty of Medicine of McGill University has lately reported, in connection with the donations of \$100,000 from Sir Donald A. Smith and \$60,000 from Mrs. Molson, that the Faculty was now preparing plans and otherwise engaged in arrangements for carrying out the designs of the generous benefactors.

—We regret to learn of the projected departure from our province of Principal Bannister, of Stanstead College, and lately Principal of St. Francis College. Principal Bannister intends going to the Pacific Coast for the benefit of Mrs. Bannister's health. After faithful service of so many years, he deserves to enjoy a period of rest in the Far West, but we are sorry to part with him all the same.

—In the Faculty of Arts of McGill, students who have hitherto been divided into "partial" or "occasional" students are to be henceforth classified under the one designation of "partial students." The students in the faculty will thus be either "undergraduates" or "partial students." An alteration was made in the tables of fees, so that the full fee for an undergraduate will be \$35 per session; this sum includes the fees hitherto paid for the B.A. degree. The fee for partial students attending one class only will be \$8 per session, this fee including the use of the library; for each additional class will be \$4. For partial students who wish to use the gymnasium the extra fee will be \$4. This scale of fees applies to the Donalds Classes also, and will come into operation in September next. The optional "Miscellaneous"

fees for special classes and objects remain as given in the calendar.

—The Rev. Dr. Cornish, in his opening remarks at the Convocation of Congregational College, referred to the institution as having been sufficiently long established for it to have arrived at years of discretion. His own connection with the Faculty began in 1864, on its removal from Toronto to Montreal, he having, on the closing of Gorham College, Liverpool, N.S., been appointed to the Classical chair at McGill, in 1857. He was glad to be able to congratulate the College and its friends on the endowment being within four or five thousand of the \$50,000 desired. He paid a tribute to the worth of the Rev. Dr. MacVicar, whose services were so appropriately recognized by the supporters of the College of which Dr. MacVicar is the principal, and spoke of the friends who had generously contributed to their own, the Congregational College.

—The group of buildings now in occupancy upon the University campus of the new University of Chicago are four: an administration and recitation building, known as Cobb Lecture Hall, and three dormitories, occupied by students of the divinity and graduate schools. Three additional buildings in the neighborhood are leased by the University—two as dormitories, one for laboratories and lecture-rooms.

—Dartmouth College has just received the largest individual bequest, with but one exception, in its history. It comes from the late Ralph Butterfield, M.D., of Kansas City, Mo. The bequest, amounting to about \$180,000, is for the purpose of maintaining a chair and professorship for the purposes of lectures, recitations, and general instruction in palæontology, archæology, ethnology, and other kindred subjects, and for the erection of a building to cost not less than \$30,000 for keeping, preserving, and exhibiting specimens. Dr. Butterfield was born in Chelmsford, Mass., in 1818, and graduated from Dartmouth in 1839.

—The annual report of the Minister of Education of Ontario shows that the total school population of the province in 1891 was 615,781, a decrease of 2,000 for the year. There were 20,000 more boys than girls. The average attendance of rural pupils was 48 percent of the registered attendance, while in towns it was 61, and in cities 57. The number of teachers was 8,336. The highest salary paid was \$1,500. There are now 5,786 schoolhouses in the province. Log schoolhouses are fast disappearing, there being only 619 against 1,466 in 1850. The cost of education per pupil was \$834, against \$582 in 1879.



Ontario has 289 separate schools, with 36,168 pupils, and 639 teachers. The number of separate schools has advanced from 175 to 289 in fifteen years. The expenditure increased \$163,881, and the number of teachers increased 305 during the same period.

—At the last meeting of the Montreal School Commissioners, the question regarding free scholars, asked at last meeting, was answered. It transpired that there were 30 Government scholars in the High School who were all boys. They paid no fee but were charged \$1.00 a term for stationery. The Government paid \$11.85 for this, which with capitation fee of \$4 gives an average receipt of about \$43.00 each pupil. This was not sufficient and difference was charged to the city school tax. Commissioners' scholarships were awarded: 20 to boys and 20 to girls each year. They entitle the holder to free tuition. At present 42 boys and 50 girls receive these scholarships. Children of teachers are admitted free when attending schools to which their parents are attached.

—The report of the committee of the School Commissioners of Montreal appointed to enquire into the matter of examinations and promotions was presented. The views of teachers were that it was desirable that promotion be determined by the ordinary work of pupils each year, not by annual examinations. The only time that examinations would be used would be in the case of scholars passing from one school to the other—from the public school to the High School, or from the High School to a college, an examination would be necessary, but not when a pupil passed from grade to grade. Dr. Shaw said there was a growing dissatisfaction with examinations, but there were many objections to any other system. After considerable discussion, it was unanimously agreed to take no immediate action and hold themselves ready to have a conference with the teachers next session.

—The old pictorial spelling book is likely to be superseded by something still more practical. The new invention consists of a square block of wood upon which the word to be studied is written, and to which a complete miniature model of the object represented by the word is affixed. A tiny slice of bread in cardboard, for instance, and the letters *p-a-i-n*, the last three in some striking colour, would teach the pronunciation of *ain* or *pain*. Is there not a suggestion here that might be of service to M. Gouin?

—A congress of primary teachers, meeting in Toulouse, has passed a resolution in favour of the suppression of the certificate

of primary studies. They urged that the examination is bad for the schools, in that it leads to forcing the stronger pupils and neglecting the weaker ones, and bad for society in that it tends to swell the ranks of the *déclassés*. But may there not be another explanation?

—It is slowly being recognized that the teacher of school handicraft must be something more than a mere mechanic. In future all candidates for the teaching certificate must hold the diploma of the *baccalauréat* or *brevet supérieur*.

—A legacy of a thousand francs a year for twenty years has been left by a former *sous-préfet* of Avesnes, to be awarded each year to the most deserving lay primary teacher of the district from the point of view of moral education. A most interesting experiment in this direction is that which has been carried on now for some fourteen years in the Orphelinat Prévost, at Cempuis (Oise). In this establishment, where boys and girls are educated together, offenders are sent to a class-room by themselves, where, after thinking over their offence, they are expected to write a detailed account of it, justifying their own action or criticising their master's, if they feel that they have been misunderstood or treated unfairly. A careful record of all short-comings is, moreover, kept in a "moral account-book," extracts from which are sent to the parents every two months. The method is said to have succeeded, but we wish it were possible to have facts and figures from the Director himself.

—In the last report of the McGill Board of Governors we are told that Mrs. J. H. R. Molson had donated \$1,000 towards paying for the sessional lectures in Chemistry. Sir Donald A. Smith was also mentioned in the report as having kindly offered to make provision for the salaries of sessional lecturers for 1893-94. The following appointments were made: Mr. J. L. Day, A.B., sessional lecturer in classics; Mr. W. J. Messenger, B.A., sessional lecturer in English language and literature; Mr. H. M. Tory, B.A., sessional lecturer in mathematics; Rev. J. L. Morin, M.A., sessional lecturer in French language and literature. Mr. N. N. Evans, M.A., Sc., was re-appointed sessional lecturer in chemistry, under the gift of Mrs. J. H. R. Molson. Mr. Howard T. Barnes was appointed assistant in the chemical laboratory for 1893-94, in place of Mr. J. M. MacGregor, B.A., B.A. Sc.

—The Chicago Board of Education is making vigorous efforts to limit the scope of education in the public schools, under the pretence of abolishing what they classically call "fads." This war upon certain kinds of learning is itself a mischievous "fad."

Its capital stock consists largely of nicknames, and the reformers who are conducting the campaign of non-education think that any study in the school is quite sufficiently condemned when they choose to stigmatize it as a "fad." In the scornful vernacular of those critics modelling in clay is "mud pie making," and the satire is applauded by a generation of fools. One of the most useful employments for children is the making of mud pies, and clay modelling is merely an advance from that to experimental and solid lessons that make abstract learning easier. The Board of Education met last night, and a committee appointed at a previous meeting brought in a report recommending that the following "fads" be abolished, namely, clay modelling, German, physical culture, drawing, sewing, and singing. The report was referred to the committee of the whole, which will meet February 23rd. There are some Boards of Education that make me nervous whenever they handle educational questions. They make me feel just as I would if Jack Hicks, who used to fiddle "hoe downs" for us on the frontier, should with profane fingers attempt to play the overture from Semiramide on Ole Bull's violin. His brother Joe used to rattle on the tambourine what passed with us for a Beethoven symphony, and he played it quite as intelligently as the Chicago Board of Education plays on "fads."—*Open Court.*

—The Bishop of Ripon lately distributed to the students of the City of London College the prizes and certificates gained during the past session. The Lord Mayor presided. After distributing the prizes and certificates, the Bishop of Ripon gave an eloquent address to the students. He said that he might take for his text the thought of the duty and methods of study. A great deal of study might be put down to the laudable desire of improving oneself for the duty and work of life. Some one had said that the difference between man and the lower animals was that man could tell what o'clock it was. It was not every man who had a watch in his pocket, however, who could tell what were days in the march of progress, but the man who knew how to adjust his activity to the growing movements of the day. They must not, however, sink to the level of mere opportunists, but should also consider the moral and social interests and the well-being of the society in which their lot was cast. Study should help to the development of all one's best powers, but they should put the development of their faculties above the mere study of subjects. A headmaster, for whose memory he had the greatest veneration, had once selected as the four best books for study the Bible, Euclid,

Plato, and Shakspeare ; and the longer he thought of that selection the more he saw that there was a fund of real wisdom in it. Euclid meant that no education was a good and solid one which had not an element of scientific training in it. Far and above the grip of any particular scientific study was the study of the scientific method itself. Plato stood for philosophy, which would have its hold on men's minds as long as the world and men remained what they were. Shakspeare represented imagination, which was most essential to successful study. The Bible meant that they should cover all with a sense of religion.

—Rev. Dr. McGlynn, formerly in charge of St. Stephen's Catholic church in this city, was a famous friend of the public schools ; for political reasons he was suspended, but is now restored. He says concerning the late action of the Catholics in favor of the public schools : It is refreshing to know that Archbishop Satolli will not allow bishops to object to Catholic children being sent to public schools. He will excuse the people and priests from building parochial schools, even though they are ordered by a bishop who delights in telling Catholic people that unless they do not send their children to a parochial school they are sure of eternal damnation. "The public school is an American institution, and should be supported. I did not find anything in the theology I studied at Rome which said I would have to sacrifice my patriotism for my religion. Religion does not require that. Patriotism is a Christian virtue. Yet, notwithstanding, you know how many of our archbishops and bishops in the name of sweet religion think it necessary to antagonize one of our most sacred and dearest institutions—the public school."

—A few years ago the strong argument was urged in favor of manual training in school that it would keep the boys longer in school and that it would make more symmetrically developed men in an intellectual sense. We shall have to wait some years, probably, before we can determine by results the validity of the second argument, but are we not ready now or shall we not soon be ready to establish the truthfulness or falsity of the first ? Does manual training keep the boys longer in school, and if so is it or is it not at the expense of the moral and intellectual education they ought to receive ? It will be interesting to hear from those who have been observant and who know.

—There are 40,000 little children in London who go breakfastless to school every morning. This is the saddest feature

of the great unemployed problem which agitates the metropolis. The matter has been urgently brought before the School Board this week by delegates from the idle workmen, with a request that the City should fill the stomachs as well as the brains of the little ones whose attendance it compels. The subject had already been semi-officially investigated, and the appalling figures, which are daily growing, were found to be substantially correct. It is also said that a wholesome porridge can be provided at a cost of only a halfpenny per child. It is argued that, unless such an expedient is adopted, the compulsory education law might as well be repealed, for hunger for knowledge and hunger for food can never co-exist in the same body, least of all in a child's.

### **Literature, Historical Notes, etc.**

Dr. Birkett lately lectured before the Montreal Teachers' Association on the "Throat and Its Care." The lecture was illustrated by various specimens, which were passed from hand to hand amongst the audience. Large diagrams were placed upon the wall behind the platform—diagrams of the human throat and its parts. The lecturer dwelt on the importance of knowing something about the parts which enter into the formation of the throat. The human voice organ might be regarded as consisting of four parts: the voice box, the lungs, the windpipe, the resonators. These last included the upper part of the throat, the nasal organ, and the mouth. The voice box was the most prominent of the whole organ. It was most commonly called the Adam's apple. In it was contained the elements essential to the production of voice, namely, the vocal chords, or vibratory element. The doctor went on to describe the vocal chords, which were two in number. When normal they were pearly white in color, they were smooth surfaced, and were like elastic bands stretched between two points. They were capable of being separated and approximated. They could be made tense and relaxed. In the process of inspiration they separated; upon expiration they approached each other. All their movements were under the control of the will. The entrance to the voice box was guarded by a little lid, whose function it was to prevent the intrusion of foreign bodies. How was voice produced? The blast of air was sent from the lungs by way of the windpipe to the vocal chords. The sound was produced by the vibration of the latter. The pitch of the note emitted was altered by the degree of tension of the chords;

its quality was changed by passing through the nose or through the variable positions of the mouth. Thence the doctor passed on to the practical part of his subject. The taking of breath demanded the direct attention of the speaker or singer at every moment. The accomplishment of this function with ease was a matter of judgment and training. They must be quick to notice the occurrence of all pauses: they must even look out for them beforehand. Moreover, they must be well acquainted with the capacity of their own chests. The artistic management of the breath was of special importance in music. In speaking the attention of the audience was not so much concentrated on sound as on sense. But if a singer neglected a chance, he might have to squeeze all the air out of his chest before he could find another—or else mar the melody by a gasp. Besides the evil might not be momentary if the chest was exhausted, for it must be replenished by a very long breath in order to prevent a repetition of the same trouble. The expulsion of the residual air from the chest demanded a considerable muscular effort. This muscular effort increased up to the point where the lungs were emptied of all but their fixed air. In such a case a quavering sound would be produced, and the audience would know that the singer was straining himself. Such straining caused fatigue, and as a consequence of a single mistake the singer might not regain freedom of breath through a whole song. Such awkward management of the breath might be habitual with vocalists who had never had technical training. If so, they might exhaust their lungs unnecessarily through inexperience whenever they sang. Then the inevitable result would be a train of evil, such as a sense of fatigue which was easily induced, sore feeling about the throat, leading to huskiness of voice and uncertainty of vocal production. Teachers were particularly liable to this hoarseness and huskiness. But it might, however, be met with in any one who used his or her voice, either for speaking or singing, in an unskilled manner. Dr. Greville MacDonald had noticed this in the case of many school teachers in London, and had in consequence given much attention to the matter. He found that the majority of schools were over-crowded, the rooms were small, and the numbers of pupils greatly in excess of what they should be. The atmosphere soon became hot and dusty. The teacher breathes this vitiated atmosphere. Then the crowded room of noisy children and the racket on the London streets necessitated the teacher straining his or her voice in order to be heard. This thing, along with the bad air,

brought about the complaint. Dr. MacDonald had recommended that all teachers should undergo a course of training in the art of voice production. They should be taught to breathe so that their chest walls do all the heavy work, while their vocal organs do nothing more than the mere production of sound; the mouth and lips bearing the onus of producing articulate speech. Therein lay the whole secret of practical elocution. At present, the average speaker, whether a member of Parliament, a clergyman, or a teacher, tried to enforce attention by screaming with the vocal chords instead of speaking with the mouth or lips. The ultimate consequence was clergyman's sore throat or hoarseness. He then went on to say that he had visited the High School that morning and had been shown through three or four different rooms. Though these had been occupied by pupils for some hours he had found the air pure. Abnormal conditions of the upper part of the throat and nose might act detrimentally in the production of a cultured voice also. Enlarged tonsils, alteration in the shape of the upper jaw and consequent malformation of the teeth. Impediment to the normal and natural way of always breathing with the mouth closed was also detrimental. Mouth breathing had a most disastrous effect on the voice. Its effect in early childhood was frequently seen on the adult when the nasal passages are narrowed, the upperjaw V shaped and the hard palate very high. Narrowing of the nasal passages resulted often in impairing the quality of the voice, sometimes rendering its tone nasal in character. The doctor then gave a few points regarding the hygiene of the vocal chords. "Never try to produce a vocal tone without having plenty of breath thoroughly under control. Hold the breath when inspired and only commence to expire on commencing to sing. For all purposes of practice it is especially advisable for the pupil to sing piano. Never use the voice when there is a sense of fatigue after using it a short while, as it indicates that the vocal organ or general health is disordered. Don't use the voice in the open air if the weather be cold or raw, nor in a room where the atmosphere is close or dusty. The voice should not be used even in conversation, when undue force is necessary in order to be heard. This applies to travelling in cars and such places, where the noise is considerable. Don't use the voice too long at a time. After continued singing be careful to prevent exposure of the throat externally or internally to the impression of cold air. As to dress: All articles of dress that prevented free breathing should be avoided. The improper use of wrapping up was

also alluded to by the doctor. Too much of it rendered the throat delicate. He advised plain diet, and said the use of tobacco and alcohol was to be avoided. In conclusion, Dr. Birkett announced his willingness to answer any questions that might be asked by the audience. Several gentlemen present availed themselves of the privilege. Of these one wished to know whether the doctor smoked. The latter answered that he did not sing or teach. Moreover he was not ambitious to become an eloquent speaker. Consequently, he felt himself privileged to enjoy a mild cigar.

—In connection with the late closing exercises of the Congregational College the following information was given in reference to the early educational enterprises of that denomination. The first Congregational College may be said to have had its origin in 1839, when the Rev. Adam Lillie conducted a class of five students at Dundas, Ont., and in September, 1840, the Congregational Academy was formally opened at Toronto, and was under the charge of the Congregational Union of Upper Canada and Canada West. But at a meeting of the Congregational Union of Eastern Canada, embracing that part of Canada West east of Kingston, in 1841, it was decided to establish a Montreal institution. This was done, but in 1845, owing to the funds falling short, it was agreed to combine the eastern and western institutions. The complete removal from Toronto to Montreal, however, did not take place until 1864, sixty-four students having been received during the quarter-century there. In 1854 Gorham College, at Liverpool, N.S., founded in 1848 by a bequest of Mr. James Gorham, was burnt down and three years later it was amalgamated with the Montreal institution, and in 1860 it took the name of "The Congregational College of B. N. A." It was just previous to this, about 1857, that Prof. Cornish was appointed to the classical chair in McGill College, and he subsequently took up work in connection with the Congregational institution. When the Toronto academy was removed to Montreal, in 1864, rooms were provided upon the completion of the enlargement of Zion Church, without rent for thirteen years, and from 1880 to 1884 Emmanuel Church was utilized for the purpose. The Rev. Dr. Lillie was assigned to the professorship of theology and church history, the Rev. Dr. Wilkes to that of homiletics and pastoral theology, and Prof. Cornish to that of Greek Testament exegesis. The two latter, in signifying their acceptance, stated that "they did not desire remuneration for their services." Dr. Lillie died in 1869, and he was succeeded as principal by the Rev. Dr.



Wilkes and several additions were made to the Faculty, including the Rev. Dr. Stevenson, who was appointed principal after the resignation of Dr. Wilkes in 1881. In this year Dr. Wilkes was presented with a purse of \$8,084 in commemoration of his jubilee as a minister of the Gospel. As long ago as 1848 Dr. Lillie had collected for a building fund, but it was not until 1884 that the present college building was completed and presented to the Congregational Union. The cost of the college building proper was \$24,624, Messrs. George Hague, Robert Anderson and the late J. S. McLaughlan subscribing \$5,000 each. In 1886, however, Dr. Stevenson removed to England and the college authorities had to look for another principal. The selection was finally made in the person of the Rev. Wm. M. Barbour, D.D., who has filled that position up to the present time.

—McGill University has had many benefactors, from the time that the Hon. James McGill, who left, after his death in 1813, the estate of Burnside, containing forty-seven acres of land, with manor house and buildings, and also \$10,000—the whole valued at \$120,000, to found “The Royal Institution for the Advancement of Learning.” The value placed on the William Molson Hall, the property of Mr. Wm. Molson, is \$27,500, and the Peter Redpath Museum, the gift of Mr. Peter Redpath, \$100,000, and also the new Redpath library building, which will cost over \$100,000. Sir Donald A. Smith has given \$150,000 to endow the Donalda department for the higher education of woman; \$50,000 for the “Leáchoil Endowment” Faculty of Medicine, and the \$100,000 for the chair of pathology and hygiene, announced at yesterday’s convocation. Besides this Sir Donald has subscribed \$1,500 to the Campbell memorial fund; \$120 annual exhibition to the Donalda Department; \$4,000 for the payment of sessional lectures during the present session, besides many large subscriptions for current expenses and other objects. Besides the exhibitions and scholarships presented, the endowments of medals and prizes in the various faculties, subscriptions for special objects as well as donations in kind, the following bequests have been made to endow chairs: The Hon. John Molson, Mr. Thomas Molson and Mr. William Molson, \$20,000 in 1856, to endow the Molson chair of English Language and Literature; Mr. Peter Redpath, \$20,000 in 1871 to endow the Peter Redpath chair of Natural Philosophy; Sir William Logan and Mr. Hart Logan, \$20,000 in 1871 to endow the Logan Chair of Geology; Miss Louisa Frothingham, \$20,000 in 1873, to endow the John

Frothingham Chair of Mental and Moral Philosophy; Miss Barbara Scott, \$30,000 in 1884, to endow the William Scott Chair of Civil Engineering; Major Hiram Mills, \$42,000 in 1882, to endow the Major Hiram Mills Chair of Classics; Mr. David J. Greenshields, \$40,000 in 1883, to endow the David J. Greenshields Chair of Chemistry and Mineralogy and the Faculties of Art and Applied Science; Mrs. Andrew Stuart, \$25,000, to endow the Gale Chair in the Faculty of Law in memory of her father, the late Hon. Mr. Justice Gale, and Mr. Walter Drake \$10,000 to endow a chair of physiology; Mr. J. H. R. Molson subscribed \$20,000 to supplement the original endowment of the Molson chair of English language and literature, founded in 1856 by his father and uncles, and with the \$60,000 given by Mr. Molson lately, it is proposed to purchase land valued at about \$25,000 and to erect thereon a building with the remaining sum. In addition to this Mr. Molson has subscribed liberally to special objects as well as for current expenses in the various years. It might be mentioned here that Mr. Peter Redpath has in addition to the bequests already credited to him provided \$4,000 a year for the maintenance of the Library building, and also \$500 for cataloguing. The magnificent gift by Mr. W. C. McDonald, of the engineering and physics building for the faculty of applied science, is fresh in the minds of all. These two buildings, which are the most complete recent acquisitions to the University, were erected at a cost of some \$400,000 and with the equipment in the shape of testing machines and other apparatus necessary Mr. McDonald's outlay has been at least \$1,000,000. In addition to this, \$100,000 has been donated by private subscription for machinery for the engineering building. Mr. McDonald has also, with the sum of \$25,000, endowed the McDonald scholarships and exhibitions, ten in number, in the faculty of Arts, and has from time to time made various donations of lesser importance, including \$1,000 for the Campbell memorial fund for the Faculty of Medicine. In addition to \$50,000 to endow a chair of Physics, and \$40,000 to endow a chair of electrical engineering. Mr. J. H. R. Molson, in addition to the bequests by him mentioned above, also gave the McTavish street property, valued at \$42,500, and the library site, valued at \$27,290. The late Mr. Thomas Workman established the Workman workshops and equipments with a donation of \$60,000, besides an endowment donation of \$27,000. The above bequests and legacies when augmented by the munificent annual subscriptions for special objects and otherwise show that McGill University

has never wanted for means to thoroughly carry on its work, when the need was made apparent.

—Last summer, eight boys, with a taste for natural history and some training in that line, made a very profitable and enjoyable use of a part of their vacation.

These boys, who were high school students, took a walking and collecting trip. In twelve days they traveled 160 miles, and came home with a new stock of health and a big load of collections. It was a very cheap trip, too, the total expenses being \$9 for each member of the party.

The expedition left home one morning about the middle of June. One of the boys supplied a strong horse, which was attached to a grocer's delivery wagon. A vehicle was needed for their camp equipment and their collections. They had a complete camping outfit except a tent, which they had not been able to borrow; so they made up their minds that they would give farmers a chance to offer them the hospitality of their barns. The idea worked well, and every night they slept on the hay in one or another of the capacious barns that came in their way. Their wagon carried food supplies for two weeks.

Each boy had a valise and a roll of blankets. Then there were botany cans, a collecting press and driers, geological hammers, a camera, and all the other apparatus the boys needed for such a tour. Before they left home they agreed upon their daily routine. They were to have cooked meals morning and night and a cold snack at noon. Four boys each day attended to the culinary department, two serving as cooks and the other two serving the meals. The next day the other half of the party took their turn at the cooking pot. Usually the commissary detail rode in the wagon while the others were busy with beetles, bugs, plants, and minerals.

The boys studied the various geological formations. Some of the most interesting places visited were some slate quarries and mines, which are so rich in the beautiful crimson and green ores of zinc, and other places where the young students were greatly interested in the finely exposed rock formations. Many specimens of everything that interested them were obtained and when they came home they enriched the cabinet of the high school and had many things left to label and store away in their private collections as souvenirs of a very sensible and pleasant vacation jaunt.

The example of the eight boys may well be emulated by students in many places who have a fondness for nature and a taste for collecting specimens.

**Practical Hints and Examination Papers.**

## THAT NEW SCHOLAR.

It was in the spring that the Williams family moved to N——. Leaving the old home at Eastville had been hard for all of them, but Mary felt that hers was the greatest grief, for she parted from the “dearest teacher in the world,” and from the boys and girls with whom she had gone to school ever since that first proud morning when she left her babyhood behind, and started off with all the dignity becoming a six-year-old and a possessor of a slate and a First Reader.

Though she vowed she should never find another school like that, yet when on a certain May morning she started to school in N——, it was with an unrecognized expectation down deep in her heart, that she would find that schools were about the same everywhere. But alas! The teacher, Miss Stone, did not look at all like her heart’s admiration Miss Prince, for she surveyed the shrinking little girl critically, seemed to find her disappointing, and remarked to Mrs. Williams that she did not believe the child could keep up with that grade. Mary wilted visibly at finding herself at such a mental disadvantage. How she clung to her mother and dreaded to have her go! And what a sad teary face it was that was lifted for the good-bye kiss?

The school had already begun, so when the teacher ushered poor little Mary in she encountered the gaze of one hundred curious eyes. In fact, as she told her mother, it seemed as if the room were *all eyes*. How relieved she was when she could sink into her seat and feel at last that the terrible gaze was withdrawn. After she had recovered a little from her fright and began to listen to the recitation, she found it was history. Now that was her favorite subject, and she brightened up as she began to yield to the interest of the recitation. She was horrified at hearing Miss Stone say, “That new girl may tell us the result of the battle of Lundy’s Lane.” It would not have been so bad really, if the teacher had not called her “that new girl” but those true words brought a great sob of home-sickness into her throat. At the same instant fifty heads turned around and the one hundred curious eyes were focused upon one poor little frightened girl. She rose—she could think of nothing else to do—but—but—what was the answer?—why couldn’t she think of it?—she knew it once—how loud the clock ticked—no that was her heart thumping—oh, if those eyes would only turn away, perhaps she could think—a half hour seemed to pass—finally she stammered, “The result of the battle of Lundy’s Lane was that the South gave up slavery,” then she dropped cold and trembling into her seat. She knew that the fifty faces smiled—not fifty-one, for Miss Stone seemed to find her too hopelessly dull to smile at—and then she heard a giggle on the right and a snicker on the left. At recess time Mary went out with the

class—anything was better than the oppression of the schoolroom—but no one spoke to her, though she saw the girls whisper together while they frequently glanced at her. They were really trying to urge each other to speak to her, but of course she did not know that. The terrible morning finally closed, but a certain sad little girl could hardly keep back the torrent of tears until she got within the door of her own dear home. Her mother kissed her and soothed her as only mothers can, and back again little Mary trudged for the afternoon session of the inquisition. She was called upon in every recitation that day—sometimes she could blunder upon the right answer but oftener could not. The next day a girl spoke to her. The third day her new acquaintance asked her to come and play “I spy” with the girls, and—well, you know the rest. Mary found out that the owners of the hundred curious eyes were not horrid boys and girls after all—she became attached to them, and fond of her school life, but she was never heard to call Miss Stone “the dearest teacher in the world.”

At the end of a year, Mr. Williams was sent by his firm to look after their interests in another city, and thither the family must move. When Mary was told they must leave N——, she said, “O must I go to a new school? Mamma, I can never go through that again. Whenever I have bad dreams, I always think I am going to a strange school and I wake up crying. Oh, I can’t do it, mamma, truly I can’t.”

After they had moved, Mary purposely made herself very useful around the house, fondly hoping that she might prove so necessary that she would not be sent to school. Whenever school was mentioned, she would burst into tears and say, “Oh, I can’t go, I can’t go.” But her mother was too wise and prudent to fail to do what was best, so one morning after breakfast she remarked quietly, “You may put on your hat, Mary, for I am going over to school with you.” Mary knew the tone—it was no use to argue or protest.

After the Principal had examined Mary, she said, “Now, come with me and I will give you a teacher whom you cannot help loving.” She stopped at the door of a room and said, “Miss Lester, will you please step here a moment? I have brought you a new scholar, and I think you will like her.” A pleasant voice said, “I know I shall,” and a pair of kind gray eyes smiled down into Mary’s uplifted blue ones. Then Miss Lester said, “For a day or two, you may feel lonesome and strange, but you must be brave and plucky and you will soon feel at home, I’m sure.” Mary inwardly resolved that she wouldn’t mind it a bit.” Then Miss Lester added, “Now to-day I shall not call upon you to recite. You may just watch so as to learn our ways of doing things. Won’t you come in a little while, Mrs. Williams, and see Mary’s new school?” As they entered, two or three glanced up at Mary, but instantly looked down again, for Miss Lester had told them so often that it was unkind to stare at a new scholar. Mary was so interested in watching Miss Lester and noting the new ways of doing things that she saw her mother rise to go but

felt no special concern. It was such a blessed relief to know that she would not be called upon to recite. It seemed only a little while until the recess time came and Miss Lester came up with a curly-headed girl saying, "Mary, I want to introduce Florence Wright to you and I hope you two will be good friends. Now, Florence, take Mary out to the play ground and introduce her to our girls and make her feel at home." Florence, proud of her trust, escorted Mary to the play ground and soon they were surrounded by a group of girls to whom the stranger was gravely introduced. One girl gave Mary half of a big red apple, another announced that she lived on the same street and would call for her in the afternoon, while all insisted that she go with them for wild flowers on the next Saturday.

After recess, when the school had reassembled, a certain fair-haired Alice came, slate in hand, and slipped into the seat with Mary, saying, "Miss Lester told me to come and sit with you while we worked examples, so you can see how we put them down. She said you may ask me about anything you don't understand, and if I can't explain it, then you are to ask her."

About noon, Mrs. Williams came to the door to meet her weeping daughter, but to her surprise, a happy-faced girl came bounding up the steps and as she hugged her mother, she said, "Oh there never was such a nice school! I know all the girls—and Flossie is coming to call for me this afternoon—and may I go to the woods next Saturday?—and, oh, mamma, they didn't stare a bit, did you notice that?—and isn't Miss Lester lovely?"

—THE ART OF QUESTIONING.—Have you ever studied the Art of Questioning? It is one of the pedagogical Fine Arts. Do you know that the lesson of yesterday which you labored so hard to prepare was robbed of half its value because you asked questions so badly? It is sad that so much labor should yield so small a profit. Let us see why some questioning fails.

1st. The questions are too vague and indefinite. Pupils do not know what the teacher is trying to get at. After one has made two or three ineffectual attempts to follow, he gives up and waits for some one else to puzzle the thing out.

2nd. The questions are direct. Pupils grow tired of saying "yes" and "no."

3rd. The questions lack continuity or sequence; they are too haphazard. The scholar becomes tired of doubling on his tracks, and leaping ditches.

4th. The questions are too simple. Pupils find them so easy that they require no thought and interest wanes.

5th. The questions are too hard and beyond the ability of the child. He finds he can not answer them and becomes too discouraged to try.

6th. When the pupil's name is called *before* the question is asked, how much thinking do the other pupils do?

—There is something in the following as a hint to our teachers in view of the coming examination. The pupil does not always know with confidence that a sentence begins with a capital and ends with a full stop ; and it is sometimes painful to note their eccentricities in the use of capital letters.

Capital is from the Latin adjective *capitalis*, relating to the head, hence chief or pre-eminent ; and several English uses of the word correspond to this meaning. Our capital letters indicate the prominence or leadership of words distinguished by them. They are now used almost exclusively as initial letters ; but the oldest Greek manuscripts known and most Latin manuscripts to the ninth century are written wholly in capitals and commonly without any punctuation or spaces between words. In other old writings and prints capitals are much more used with small letters than at present ; as, “ Many a Noble Genius is lost for Want of Education, which would then be Much More Liberal.” This usage, so far as it distinguishes the noun, still prevails in German orthography. In this country there has been of late years a sharp reaction from the former redundancy, and the paucity of capitals in some prints, notably certain newspaper and book catalogues, seriously defaces typography and occasionally misleads the reader. The stone church, Cleveland, may mean any church of that material in the city ; but the Stone Church designates a particular one. We trust the following rules and exceptions offer the right and safe medium between extremes. Examples are not given in all cases, because many are easily found by the student.

#### RULES.

1. The first word of a sentence or a line of poetry begins with a capital.

1. Capitalize also the first word of an expression standing for a sentence.

Four golden rules : When you consent, consent cheerfully. When you refuse, refuse finally. Often command. Never scold.—*Abbott*.

Education is : 1. Growth. 2. Training. 3. Information. [If the figures are placed in parentheses capitals after them are not used, as “ Education is (1) growth, (2) training, (3) information. But the numbers are not necessary, unless paragraphs follow relating to the several particulars and numbered accordingly.]

“ Himself his own dark jail.”

2. In preambles and resolutions the next word after, “ Whereas ” or “ Resolved ” begins with a small letter.

3. When a word is divided at the end of a line of poetry, the part of it carried to the next line begins with a small letter.

“ There first for thee my passion grew,  
Sweet, sweet Matilda Pottingen !  
Thou wast the daughter of my tu-  
tor, law professor at the U-  
niversity of Göttingen.”

In many old hymn and prayer-books poetic lines considered virtually a part of the line next preceding begin with a small letter.

II. Direct questions and direct quotations with formal introductions begin with capitals.

1. A quotation informally used as part of a longer sentence does not take the initial capital.

A good hint for historical teaching is that "it is not of so much importance to know where Marcellus died, as why it was unworthy of his duty that he died there."—*Montaigne*.

III. Title-pages of books, chapter-headings, and title-heads of essays or other articles, are commonly in capitals.

1. Heads in capitals and small letters are more common in the newspapers than in magazines or reviews, and are rarely seen in books. When so written or printed, or when a title of any kind containing several words is cited, all those words should be capitalized which are inflected, as nouns, pronouns, adjectives, participles, verbs, and adverbs. The first word of a sub-title following a title and colon should be capitalized, as Richter's "Levana: The Doctrine of Education"; but Rousseau's "Emile, or Treatise on Education."

2. Signs, display lines in placards, bulletins, circulars, and advertisements, and the principal lines of obituary and other monuments, are usually in capitals. Copied inscriptions are sometimes printed in capital letters.

I found an altar with this inscription, TO THE UNKNOWN GOD.—*Paul*.

3. A writer need not write entire words in capitals. Three strokes under them indicate that they are to be read or printed as capitals.

IV. In letters, the greeting or salutation should begin with a capital, also any noun in it, but not an adjective, unless it is made a noun. The complimentary close has only an initial capital, unless more than one line is taken for it.

Sir, Dear Sir, My Dear, My Dear Sir (Friend, Wife, etc.)

Yours truly. Truly yours.

Respectfully and truly.

Yours.

V. Names applied to God, Christ, the Holy Spirit, the Bible, its great divisions and its books, are capitalized.

1. Heaven and Providence take the capital only as synonyms for God.

2. "King of kings and Lord of lords" is so written because the second noun in each pair is a common noun.

3. Sometimes a designation of God appears wholly in capitals, as in the Bible JAH, JEHOVAH, I AM THAT I AM.

4. Pronouns referring to God, Christ, or the Holy Spirit should be capitalized only when they are used without the antecedent expressed.



“ In Him we live and move and have our being.”  
 “ Jesus, my Lord, to thee I cry ;  
 Unless thou help me I must die.”

5. Nearly all derivatives from the sacred names of Hebrew or Christian religion are also capitalized. The Century Dictionary capitalizes all ordinary direct derivatives from Christ and Christian except christen, unchristian, and christmas as a name of Christmas holly. Divine is not usually capitalized unless as a noun or title, the Divine, the Divine Being, St. John the Divine ; and dominical takes the small letter.

6. The sacred books of other religions are capitalized, but not generic names, as gods, divinities, and the like.

7. The books are quite uniform in requiring devil, as a personal designation for Satan, to be written with a capital ; but custom seldom follows the books in this. It always begins in the Bible with a small letter.

### **Books Received and Reviewed.**

[All books for review and exchanges are to be directed to Dr. J. M. Harper, Box 405, Quebec, P.Q., and not to Montreal.]

EXPERIMENTAL CHEMISTRY, by John Castell-Evans, of the Technical College, Finsbury, London, and published by Thomas Murby, 3 Ludgate Circus Buildings, London. This is a revised edition of a work which has deservedly become popular. Including, as it does, the principles of Qualitative and Quantitative Analysis, it also gives a series of experiments and problems for the laboratory and class-room. As the author says, the book is intended to help students to attain a real knowledge of scientific chemistry, and not merely to prepare for an examination. The book in every sense is a trustworthy one, written with an eye to the true method of acquiring knowledge, and written by a man who thoroughly understands his subject.

BUSINESS CORRESPONDENCE AND MANUAL OF DICTATION, by Mr. William Brown, Instructor in Stenography, New York, and published by the Excelsior Publishing House of that city. This is a practical compendium, designed for the use of teachers and students of stenography and type-writing. The contents in themselves will encourage many to purchase the book, containing, as it does, a collection of selected letters, representing actual correspondence in banking, insurance, railroad, and mercantile business ; a chapter on punctuation, spelling and use of capital letters, together with a complete spelling list of 25,000 words. It contains also special exercises for dictation, carefully graded, comprising selections from choice literature, transcripts of court testimony, address to jury, judge's charge and sentence ; architect's specifications ; copies of legal papers ; bankers' weekly financial circulars ; railroad lease, first mortgage, copy of bond, contracts, prospectus, notices, etc. Altogether it cannot but prove a useful volume.

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**Articles : Original and Selected.**

CATALOGUE FOR TEACHERS.

The issue of a catalogue by William Drysdale & Co., of Montreal, for the benefit of teachers who have undertaken to provide the best of reading material for their pupils through the growing school library, is of sufficient importance in itself to merit commendation from those who desire to see a school library established in every community. To make the study of English the interesting study it ought to be, the school library is a necessity, and, as the teaching of English seems to be on the point of being recognized as the objective point of all school work, too much cannot be said to arouse our teachers to take up the question in the true spirit. To make this study a pleasure, as Miss L. B. Franklin has said in the *Virginia School Journal* : a labor of love must be the teacher's aim. "Our souls are in the keeping of our loves." The first requisite for this end is that she loves it herself. Here no perfunctory teaching will answer, enthusiasm begets enthusiasm, and so mutual is the effect, that if the teacher needs a selfish gain to allure her, she will be amply repaid for her sleepless nights and laborious days by the glow of joy that pervades her whole being, at the sight of the learning faces of her pupils—her criterion of success and the only one necessary. Until this is accomplished, her work is not commenced ; and if she does not finally attain

it, her work, be its scope what it may, is an utter failure. Here is the responsibility and the privilege of fostering, often even implanting, a taste that potently affects the pupil's whole life. Reading is not solely, nor primarily, a pastime, but the wisdom of earnest seekers after truth, students of man and life, to whom God has granted a keener insight and a subtler instinct, whose books are "laboured and distilled through all the needful uses of lives," can but arm and strengthen head and heart, and enable us to deal more effectively with the problems of every day life. Reading good books from compulsion, or a sense of duty, frequently causes aversion. With most pupils, unless their taste has already been vitiated or they are morally unsound, it is necessary only to introduce them to the best and purest. Avoid warning them against the filthy slime and mud of literary cesspools. When you expatiate on their horrors and abominable rottenness, many will be tempted to explore for themselves these forbidden regions. "We needs must love the highest when we see it," and when they once really see the highest, when they revel in its beauties, see the wisdom of its researches, breathe in its pure atmosphere, they will never

"On this fair mountain leave to feed  
And batten on the moor."

Frequently they must be gradually wooed from their old idols, and here especially each teacher must be her own general. No educational canon can close or be complete. No two schools can be taught exactly alike. Some need help here, some there. Some like one book, some another. There can be but one or two invariable rules. Never let your work drag, if a book palls, put it aside wholly, or until your class can be educated up to it. Never use a book which you enjoy, but which is above the comprehension or taste of your class, merely to dazzle them by your superior attainments. Unless you really love a book, beware of expressing admiration from a sense of duty. Children have a wonderful instinct for detecting fraud of this kind, and you succeed only in injuring your influence and the book also. The best results are attained when you work with your class. In that communing of pupils and teacher there springs up a fine interplay of sympathy, enthusiasm, and ideas otherwise unattainable.

Some seem to think that patriotism is born of the study of a sectional literature, and grow over-enthusiastic at times in glorifying the literary productions of a colony, such as Australia or Canada, on its way towards independence. But

genius is cosmopolitan, and we are the heirs of the literature of all ages. If we do not absolutely believe that patriots, like poets, are "born, not made," do we not believe that patriotism consists in loving your fatherland, not in hating others, that a form of patriotism equally as high as dying, sword in hand, for your country is living for it, using your best energies for its good, elevating yourself and those around you, storing your mind with the wisdom of ages to this end? Good books have doubtless been written in this age, but time, the great critic, has not winnowed this day's literature yet. Many things make a book popular to-day that will be forgotten to-morrow. The felicitous treatment of a matter of popular but transitory interest may cause a book to ride the topmost billow of popularity that will be found "flat, stale, and unprofitable" when the subject ceases to absorb general attention. We want the wisdom of an age, not its folly. The wisdom that has had the approval of the past is most apt to be the wisdom of the future. Use, therefore, in the school-room only such authors as have been tested and approved by a large collective judgment; thereby your pupils lose nothing and gain much. If these modern authors be not ephemeral they will still be popular when school days are over and your pupils free to read where they will.

So much has been said against the old and pernicious habit of literary puddle-sipping that it is superfluous to speak here of the necessity of staying with an author till your friendship is old enough for you to feel a proprietorship in him, to question him, and probe to the quick of his thoughts.

Poetry and prose must both offer their delights. Many children enjoy poetry read aloud, when they could never be induced to read it to themselves. They must first feel the magic of rhythm through the sense of actual hearing before its music can be made real through the imagination.

## THE COUNTRY SCHOOL AND THE GRADED SCHOOL.

Has the country school in it any element of strength which the graded school has not, comes to be an interesting question in our province, where the graded school has, it is said, more attention paid to it than the elementary school. What is this element? asks a superintendent. Can we discover it? Are the country boy's deprivations really a source of gain to him? They are not wholly a loss.

There is education in harnessing a horse as the completed task is the outcome of intelligent procedure toward that end. Whatever the boy does in the line of industry, having a purpose to reach a certain end, left to his own resources as to means, but held accountable for the results, is educating. If education is shown in employing means and adjusting conditions to secure a desired result; in doing promptly what the present enjoins; in persevering to the end and refusing to yield to obstacles which may be overcome; in impressing obedience to duty and teaching the relation of cause to effect, the greatest of all schools is—the Farm. Not that farm work is intellectual *per se*; but it teaches the necessity of doing things, and responsibility is woven into the life of the child and finds expression in his character. Not the parent's wisdom always, but the necessities of the case demand promptness in and excellence of performance to the extent of the child's ability. You can realize the value of these habits asserting themselves in the school room. It is one reason why arithmetic is the study in which country school pupils most delight to excel. Its principles of exactness and indubitable relation of connected parts to the completed solution, harmonize with their outside training, which requires that a false step must be retrieved before farther progress is advisable. There is vigor and animation in completed thought, and strength is gained by the development of an idea even though its issue be the work of the hand guided by the purpose which the mind conceives. Toil, producing results which the child can perceive and appreciate, is the first step in systematic education. Labor, in time, whether mental or manual, will be guided by intelligent purpose and will not rest content with less than fulness of performance, which always means an adaptation of means to the end. The habit of moulding thought into completeness follows upon the practice of doing things properly and in season. I have often by a series of questions, intentionally misleading and designed to test the firmness of their grasp on truth, made pupils in graded schools repudiate well established principles of geometry. I have rarely succeeded in catechising a country boy out of a tenable position, unless embarrassment weakened his powers of defence. There are so many things in the line of useful industry that the country boy knows how to do so much better than his teacher does, that he often rises to the dignity of being patronizing. As he is competent to teach things, he is in an attitude to be taught. He has become self-reliant and practical through drawing upon his own resources. The rude

coasting-sled as it speeds down the rough country hill-side is an emblem of purpose crystallized by industry. The handsome sleigh which glides along our sidewalks has planted no germ of creative purpose in the child who guides it.

What substitute for farm duties can be provided for the city boy? Parental solicitude, if it was more wise than fond, could readily solve the problem. Though we should assume the obligation, we are not in a position to discharge fully the duties it imposes. But we may partially make good the parent's neglect by assigning work in which labor and its results are in such contiguity that their relations can readily be perceived. Drawing has a value for children more far-reaching than the artistic talent it develops, in that the end to be attained gives direction to the effort put forth and proper combinations result in a completed whole. Besides neatness, accuracy and judgment are furnished a field for exercise. The conception becomes clearer because of the necessity of manifesting it in visible form. Industrial education, if the process be made an exemplar for intellectual effort, might be productive of much good in inculcating the habit of completing a task. But if expertness of the hand is the object in view, there is danger that the function of the school may be diverted from its legitimate purpose. Just as soon as the schools, which may be denominated elementary, take an industrial aspect, their usefulness is gone. An apprentice in a machine shop will learn more about the use of tools than can possibly be taught him in any workshop which is an attachment of a public school. But if the workshop is kept subordinate to the school proper, helpful in the habit it forms, inspiring in the purpose it creates, it may prove a valuable adjunct.

At its best, this is but a poor substitute for those activities which have to do directly with the daily affairs of life, as the element of responsibility is largely lacking. An error is a matter of little moment in the one, as it displaces no cog which jars the onward movement of real business; with the other it is serious, as the consequences involve others and may be far reaching. If the garden is neglected its scanty yield cannot be accepted philosophically by the boy, as the rights of others have suffered abatement at his hands.

Can we, by agitation, induce the parent in the city to throw a little of the burden of business on his boy with a view to strengthening his mental and moral fibre? Our duty to the boy comprehends one with reference to the parent. The school should be simply supplemental to the home in the matter of

inculcating a sense of duty, but the parent has abdicated, while still demanding the full measure of revenue in the form of well-poised young men and women. Can we not have meetings of patrons as well as meetings of teachers to hear the truths of which we are the bearers? What if the truths we teach are unpalatable? One of the beatitudes contains a promise of reward for the practice of this virtue, and it is only when "the weary are at rest" that the teacher can hope for the crown he has earned by having kept the faith and having fought the good fight.

Passing over the question for whose discussion other provision has been made, as to whether our graded schools attempt too much in the way of extended knowledge, and too little in the way of thoroughness,; it may be well to enquire whether it is advisable to maintain school during ten months of each year. Of course I can appreciate the force of the argument that a period of idleness extending through more than two months of each year is beset with dangers to the child.

This is assuming that the parent is to be relieved of all responsibility for the care of the child. If the young people are to be absolved from all sense of duty while school is not in session, then a vacation of two months is an evil. It seems to me, however, that less time would be wasted in a vacation of three months than in one of two months, as the school would not then promise such immediate relief to the parent, of his conscious neglect.

Even in the matter of intellectual development there would be gain in shortening the term. There is something in the character of knowledge which requires time for the adjustment of the material from which it is constructed. It is only when the muscle recovers from the fatigue of exercise that it is capable of manifesting the strength it received through the exercise. Have you not noticed the parallelism in mental effort? How after the problem is solved and rest is taken the solution expands? What before was understood, clusters about this developed thought until it becomes the centre of a little system, all arranged with the exactitude which is a law of perfect knowledge. Had we rushed on, satisfied with the mere solution, the truths connected with it would not have paid instant homage to their chief and would remain separate problems for us to solve.

The child needs time to let the thought grow undisturbed as well as we do. We cannot force maturity by anticipating the duties which belong to the future. Ten months' continuous

work in the school-room gives a surplusage of facts. Time and exercise are co-ordinate factors in mental development, and the latter cannot supplant the former without making abortive what time would mature. The child's constructive energy must be given opportunity for expansion. He must be permitted to grow up to his knowledge, and make it practical by the tests he will subject it to in the current of general life. If he does not it will not become a part of himself.

Five-sixths of the year in school means a great many formal tasks which eventually result in weariness and languid effort. One hour's clear, connected thought is worth more than a day of shilly-shallying. Nine months instead of ten would relieve school work of a degree of tedium which makes it distasteful. Besides nine months of intellectual labor fills full the measure of the child's capacity, and removes, measurably, the danger of forming bad habits of thought.

### THE VALUE OF LITERATURE IN MORAL TRAINING.

Moral training as now practically realized in the public schools rests principally upon the inculcation of maxims of moral conduct and their enforcement by authority. This system leaves a gap which literature is well calculated to fill. Under the most rigorous system of authority there is still room for much moral badness that cannot be reached by this means. A child may, for instance, be harsh or even cruel in his treatment of animals and other children. He may be greedy, surly, selfish, discontented; he may be obscene in his language, and a pollution to the whole neighbourhood. The traditional minister's son often illustrates this fact. When the child becomes a man, he may give way to one after another of a whole catalogue of vices; he may, for instance, become a tyrannical husband and father, a worthless or injurious citizen; and yet from infancy to manhood never suffer seriously from the retribution of violated law. An additional danger is, that when authority is relaxed, the habits it has established may give way, and the child surrender to the dictates of a bad disposition. Thus the widow's son may become a comfort or a heart-breaking sorrow to his mother.

The chief defect in our present system seems to lie in the feebleness of its influence upon the ideals and disposition of the child. This is in many cases left to accident, whereas



much might be done through literature in all cases. The present tendency to give moral lessons from little books on ethical instruction is an exaggerated form of the old method of inculcating maxims, and must be pronounced inadequate. It tends to a premature, abnormal self-consciousness on the part of the child, and does not fill the gap that now exists.

Now, since all moral ideals are portrayed in literature in such a form as to attract the sympathetic interest of the child toward the good, and to arouse his antipathy to the bad; since literature is also perfectly adapted to all stages and phases of mind from the kindergarten to the university, treating each topic as an ethical whole, employing the most fascinating flights of the imagination, and giving the child the constant opportunity of passing disinterested moral judgments upon all sorts of situations, it is, as it seems to me, the most perfect of existing instruments for developing a happy, generous, unselfish disposition in children, and for giving them the most true, vivid and concrete ideals of ethical conduct.

The literature open to us is of two kinds: one showing a mechanical requital for deeds, often emphasizing the negative idea of retribution; the other showing the larger group of social pleasures one may enjoy through the renunciation of selfish enjoyments associated with unethical actions. The latter is far more likely to arouse sympathetic interest in the higher thought, to develop the disposition along desirable lines. The use of literature employing the more mechanical and negative kinds of requital for good and evil should be restricted in amount and confined largely to early grades. Fables stand at the bottom of the list, since they deal with moral ideas purely from the utilitarian standpoint. Virtue pays a larger dividend than its opposite. Then come fairy tales and folk stories, which begin to introduce purely moral motives. After these there is a large body of literature that dwells upon the more individual phases of conduct. Such are the stories of ancient heroes as told in Hawthorne's *Wonder Book*, Homer's *Iliad*, *Odyssey*; or such modern books as *Little Lord Fauntleroy*, which shows the beauty of unselfishness. After this there is an immense mass of literature that reveals, in gradually broadening prospect, the relations of the individual to the various institutions of society. Sailor stories, for instance, show the devotion of the individual to the ship, or the little community of which he forms a part. Indian tales of the right kind show the defence of the home against the savage. *Robinson Crusoe* develops the economic instinct of the child. While such books as "*Tom Brown at*

Rugby" give him many concrete illustrations of manliness at school. We may thus rise by a series of easy gradations to the great masterpieces of modern times, of which Shakespeare's dramas must ever take the lead in portraying the ethical relations of individuals to all phases of institutional life.

### **Editorial Notes and Comments.**

The interest that is being excited in the preparing of teachers for our elementary schools is leading people to understand the true function of the teacher. In the school the personality of the teacher is the most important factor, and what this personality may accomplish, when it has within it the elements of success, is one of the most important problems to the educationist. As has been said often enough, no amount of mere knowledge will enable a teacher to put himself in touch with his pupils; but, as Miss Corbett maintains, it will help him, when he has put himself in touch with them, to make a better use of the situation. Training for the teacher should throw some light on the main problem of how to acquire direct insight into mental processes, in order to influence them close at hand instead of from a distance. We all know that a "word spoken in season" produces more effect than many hours of teaching which does not chance—we call it chance—to touch the right note. Mental ailments, like bodily ailments, are produced by unwholesome food. In the case where teachers are honestly trying to find out the real needs of their pupils and to supply them, difficulties still remain in the way of natural temperament, and these are not perhaps sufficiently considered in organizing classes in schools. Cases sometimes arise where children are permanently injured by being allowed to remain under teachers who, however well-meaning, are unable to supply their special intellectual needs—who praise when they should be silent, bring into prominence what they should ignore, discourage by blame or punishment some really healthy tendency—who, in short, are incapable of seeing what the child really requires. Healthy development cannot go on without some amount of direct sympathetic insight on the part of the teacher. It is not only that the wrong words must not be spoken, but the teacher must learn how to make his influence felt by his mere presence. There is a force in character which underlies and is superior to all spoken words. And, indeed, words are only useful in so far as they correctly embody this subtle force. A teacher can never be successful

who does not, consciously or unconsciously, develop this force in himself, and learn how to use it. It would seem, therefore, that an important element in the training of teachers is the awakening and cultivation of the will power and the sympathies. These are often expressed more by the tones of the voice than by the actual words. The inner nature expresses itself more fully by the tones of the voice than in any other outward way. When the character changes, the tones of the voice change also. Children do not, of course, analyze the effect produced on them by the personality of the teacher. Even in the case of adults with well-trained minds, a judgment made by that region of the mind which borders on the sub-conscious often presents itself to the fully conscious mind only in the form of a sense of harmony or discord. And this is still more the case with children or with uneducated persons. But the influence is felt though not analyzed, and produces its effect on the mind and character. The fully-developed mind of an adult is, or ought to be, strong enough to gather to itself all the nourishment which its outward condition affords, and to refuse to be influenced by unfavourable conditions. But the mind of a child is not strong enough, or sufficiently experienced, to master and guide the mental influences to which it is exposed. Unfavourable mental influences may take permanent root in the character, and cause unhealthy conditions which cannot afterwards be removed.

—The most common error made by a teacher in trying to control a class is that he endeavors to suppress natural tendencies, instead of guiding and directing them. The influence of a teacher over a class should be of the same nature that a man should use in governing himself. Human activities and emotions are natural emotions, and can no more be destroyed than any of the physical forces. The will of man, however, can guide them in the right direction—can insist that they shall be creators, not destroyers. When a teacher arouses the interest of his class to some intellectual pursuit, by showing interest in it himself, and suggesting ways in which it is connected with the subjects in which the class is already interested, he directs so much energy, which would otherwise probably be expended in mischief, into a useful channel. Personal influence should always be expended in directing activity, not in endeavouring to suppress it. Another mistake which young teachers often make is *to try and get as much work out of the class as possible*. This forces the pupils, in self-defence, *to try to do as little work as possible*, and introduces that

feeling of opposition between teacher and pupils which is one of the most objectionable elements in school life. If children were not at school forced into a position of antagonism there would be less self-seeking in later life. The clue to the whole position is harmony of aim between teacher and pupils—the full realization on both sides of the fact that they are working for a common end; the substitution of the spirit of brotherhood for the spirit of competition. A teacher who has true sympathetic insight has the power of promptly grasping the manifold subtle mental influences which are at work at any given time and place, and of as promptly seeing the best way to deal with them. Wherever a number of human beings are together, there is always a certain amount of discord caused by the clashing of cross currents of inharmonious tendencies and desires. One who would lead his fellows successfully must learn how to weave these into harmony, to gain control of the nervous force that is flowing in wrong directions, and to direct it into the right channel. When the teacher is able to strike the right keynote, confidence on the part of the pupils in his willingness and ability to help them follows, and harmonious action is possible to a greater or less extent. Absolute harmony is never, of course, established, and is, perhaps, not desirable, for healthy natures can bear without injury a certain amount of discord, and will probably in the end give out richer music. But a constant succession of discords will put the healthiest nature out of tune. The intuitional perception, then, of the mental needs of others is one of the most important qualifications for a teacher. The born teacher is one who has this faculty naturally in a high state of development; but such natures are rare, and it is quite impossible to place all educational work in their hands. The faculty is latent in all, and may be developed by careful study, especially by the study of child-nature. To develop it successfully it is necessary to look beneath the surface, to give one's attention to causes rather than effects, to find out the real meaning which lies beneath the outward form. It is especially necessary not to start with any hard and fast theory as to what children ought to be, but to study carefully what they are in fact.

—The secret of the teacher's calling has not yet been discovered by all teachers. Our great institutions of learning, where caste still holds a place, have not yet discovered it. A soul is a soul, and to assure the future of the beggar's soul is as grand an achievement as to maintain a rich man's soul in the position he has come to by birth. James A. Garfield made known his discovery of this secret when he says, "I feel a profounder

reverence for a boy than for a man. I never meet a ragged boy of the street without feeling that I may owe him a salute, for I know not what possibilities may be buttoned up under his shabby coat. When I meet men in the full flush of mature life, I see nearly all there is of them; but among the boys are the great men of the future; the heroes of the next generation; the philosophers, the statesmen, the philanthropists, the great reformers and moulders of the next age. Therefore, I say, there is a peculiar charm to me in the exhibition of young people engaged in the business of education."

—There is sound advice in the words of an ex-teacher when he says that laymen should be drawn away from the opinion that there is no profession of teaching, though how it is to have effect is a difficulty that many have felt to be all but insurmountable. What is their ground for such an opinion? They say that all professional workers require special training, while any one can teach, with or without training. Tell them, teachers, this is not true. Just as a good debater must learn the law before he can turn his talents to account at the bar, so a good expounder must learn educational psychology and know something of physiology before she can turn her gifts and scholarly attainments to good use in the class-room. Any one can hear lessons, but only a genius or a trained teacher can teach. They see the lawyer in his office surrounded by briefs and books of reference, the doctor by medicaments and the scientific works he is supposed to know like a primer. All this is full of mystery to them and they are willing to grant to the students of that mystery the title of professionals. The paraphernalia of school-keeping is outwardly familiar to them, and familiarity breeds contempt. Convince them, teachers, that there is a mystery behind this familiar apparatus and routine that is greater than the mystery inhabiting the lawyer's book-shelves and the doctor's medicine chest—the mystery of psychic law. Convince them that there are scientific books that the teacher must read and ponder o'er and o'er. Give them some of these books to read and show that your study of them has implied as great a mental tax and ability as "reading law." Ask them why the finest minds have been proud to call themselves teachers. If they oppose you with aspersions upon "the average school," prove to them that there is such a thing as educational progress, that lesson-hearing schools are no longer to be ranked as average schools, that the work of the teacher of this decade is a great adaptive art, its aim to meet the growth needs of the pupils out of a given supply of material, and in

spite of whatever discouragements and obstacles public parsimony or cast-iron systems may impose. They see doctors meeting in associations for exchange of thought and the furtherance of scientific discovery. They see their speeches printed in the lay press, which has not yet learned to take an equal interest in pedagogical subjects. Prove to them that papers of scientific importance are read at teachers' gatherings; also before the general and local associations, the institutes, and other gatherings of teachers. Tell them of the summer schools at which teachers study educational principles and methods and gather fresh material for their work. Lay people do not know these things because the papers do not inform them, and the papers do not inform them because there is no demand for this sort of news. The initial interest must be created by teachers themselves. Stir up discussion on this point, and be prepared for the defence of your order.

—Judge Draper, however, is one of the laymen who seems to understand the true function of the school, whatever others may think of the profession of teaching. In speaking of the men who are sitting up nights discussing the propriety of teaching type-writing in the schools, he maintains that there is not so much sense in teaching type-writing in the schools as in teaching the preparation of the ground and the planting of corn. Anyone who can spell correctly, speak grammatically and read understandingly, can learn to do either. The public schools cannot specialize. They meet their responsibilities when they sharpen and quicken all the faculties and when they equip the human powers for deciding upon a vocation and acquiring special expertness in it. Give girls an equal chance with boys, and teach both obedience, punctuality, neatness, some knowledge of themselves and of the rights of others, teach them to spell correctly, to speak grammatically, to write legibly, to read understandingly, teach them the fundamental principles of mathematics, teach them to use their eyes, their ears and their fingers; teach them accuracy in a few things rather than a smattering of everything, and you will measurably have met the demands upon the public schools. Teach them these things anyway. Teach them as much more as time will allow.

—John Stuart Blackie has a pertinent word of advice to the teacher in regard to the use, or rather abuse of the text-book in school work: "The root of false methods lies in the prominent place given to the text-book. Books certainly are a great help in the acquisition of various kinds of knowledge, but they are useful only in a secondary way; useful as the stones in the

quarry are to the architect or wood to the cabinet-maker; as a substitute for living formative force, they are in all cases null. No man learns dancing, or fencing, or drawing, or singing, or painting, by reading books; but he dances, and fences, and draws, and paints, and sings as a matter of living practice in the first place, and only then may care to hear about the bookish theory. The substitution of books for the living exercise of the faculty, no doubt has arisen from the facility which it affords to the teacher of doing a great deal of apparent work with the least possible trouble; take the book and learn the rule; and, if you can repeat it accurately, I have no more bother."

—The abuse of the text-book is no more of an evil, however, than the one which Rousseau refers to when he says: "I do not at all admire explanatory discourses; young people give little attention to them, and never retain them in their memory. The things themselves are the best explanations. I can never enough repeat it that we make words of too much consequence; with our prating modes of education we make nothing but praters. The grand thing to be educed is *self-teaching*. Obligated to learn by himself, the pupil makes use of his own reason, and not that of others. From this continual exercise of the understanding will result a vigor of mind like that we give the body by labor and fatigue. Another advantage is, we advance only in proportion to our strength. The mind, like the body, carries that only which it can carry."

—The *quid pro quo* principle which is so often advanced by the parent has excited one of our modern educationists who possesses a turn for statistics to defeat it on its own ground. Information concerning the positions that graduates of scientific schools obtain, as he says, is readily gained by consulting the lists of graduates usually given, with their occupations, in catalogues of the best institutions. To generalize, a scientific school of good reputation feels, in granting a diploma to a student of marked ability, that it places to his credit a fund equivalent to not less than ten thousand dollars. This statement will, doubtless, be readily understood if an instance be assumed of two young men of equal ability, one of whom graduates with honor from a scientific school at the age of twenty-two years, while the other engages in business with no assistance except his own energy and intelligence, which is true in a large majority of instances. Within four years after graduation the young man from the scientific school will receive an annual compensation of at least fifteen hundred dollars. The young man in business will meet with more than the average of success if at the end of

four years he receives three dollars per day for his services, unless he is located in New York or Chicago. Independently, then, of the great satisfaction which any educated person derives from his attainments and the greater enjoyment of the best interests of life, which can only be appreciated by a cultivated mind, the young man who adopts a profession within three years after graduation receives an annual income of six per cent. on ten thousand dollars, the difference between his annual salary and that of the young man in business. At the end of ten years those who studied faithfully while at the scientific school are receiving from four thousand to eight or ten thousand dollars a year from their salaries alone, while men of equal original abilities are doing well if they can earn three thousand dollars without imperilling capital of their own.

### **Current Events.**

—The resignation of Sir William Dawson is the most important educational event which has occurred in the Province of Quebec for many a day, and came as a surprise to the friends of education in every section of the country. To avoid any misapprehension in the minds of those who have been asked to believe that the resignation has been sent in on account of other than the true cause, we give elsewhere Sir William's letter *in extenso*, as well as the acceptance of the resignation by the corporation of McGill. Meantime we cannot do better than report the resolution which the governors of McGill placed on record in connection with the distinguished career of the late principal of the leading educational institution of Canada. The resolution reads as follows:—"That the life of Sir William Dawson has been so intimately united with the history of the University, that this corporation, on receiving the official report of his resignation of the position of principal, feels the impossibility of compressing into a few brief sentences its appreciation of the labors, struggles and successes of his thirty-eight years of office, its recognition of the great personal qualities to which the successes are due, its gratitude for his services, and its regret at the fact, together with sorrow at the cause, of his resignation. Nevertheless, it deems it fitting that a few leading points should be referred to. All know of the marvellous increase of the University under his guidance in the number of professors, students in faculties, affiliated colleges, buildings and equipments, wealth, educational power, reputation and influence in the province and in Canada. But it is not merely such increase,



however extraordinary—for example, in the number of graduates (1,200 per cent.)—that redounds most to his credit. Even more remarkable, perhaps, is the fact that the germ of an institution which seemed to many to be dead should have been quickened under his ceaseless care and vigilance into active life, should have grown and expanded, and in the process should have spread its quickening influence to the whole education of the province. The corporation, in support of this statement, can point to his labors in the organization and superintendence of the Normal School, which provides teachers for the schools that send students to the University; to the establishment and management of school examinations, by which teachers and pupils alike are reminded of the higher education, and the encouragement he has given to teachers' associations, and the active part he has taken as a member of the Council of Public Instruction in strengthening the school system of the province. That, in effecting such achievements, great difficulties had to be overcome was inevitable. The courage and perseverance in facing disheartening obstacles, and the fertility and readiness and resources in overcoming them, despite momentary defeat, as in the department of engineering, this corporation deems not least among the personal qualities to which the success of the University is due. But not least is it due to that administrative ability by which the institution, consisting of so many separate bodies and so many individuals, has been kept steadily working without friction among its component parts. That, while doing so much for the University and for education in Quebec, he should, by his indomitable energy, have raised himself to so high distinction, both by scientific and by literary works, may be a cause of reasonable pride to the University. The honors awarded by scientific societies, their medals, fellowships and presidencies, cast reflected glory on the University, of which the corporation is fully sensible, and it cannot but express its joy and thankfulness that although Sir William Dawson's recent illness, while preventing him from encountering the bodily fatigues inseparable from the active superintendency of the affairs of the University, will not interfere with his scientific investigations, but will rather tend to promote them by allowing more time for their pursuit. The corporation earnestly hopes, too, that the University will still be able to rely upon the services of Sir William Dawson as an able, prudent and warm-hearted counsellor in all emergencies."

—In consequence of the retirement of Sir William Dawson, the Board of Governors has decided that, pending arrangements

for the appointment of a professor in the chair of zoology, Dr. W. E. Deeks be asked to give such lectures and demonstrations in that branch during the session of 1893-4 as may prove to be necessary. It is not likely that immediate steps will be taken to appoint Sir William's successor as Principal of the University.

—We are glad to hear that the commissioners of Lachute have increased the salaries of their teachers on their reappointment for another year. This is a tangible recognition of the success of the principal, Mr. N. T. Truell, in his new position, and the energy of those under his supervision. We trust that many of the other Boards of Commissioners in the country will be encouraged by the Lachute commissioners to take action in the same direction, and encourage those whose work has too often been called, with some show of reason, a thankless task.

—The new principal of Stanstead College is the Rev. C. R. Flanders, B.A., of Montreal. On the principalship of Stanstead College becoming vacant, the Rev. Dr. Douglas, it is said, urged Mr. Flanders to accept the position which the board of trustees pressed upon him. On his consenting to accept, the trustees agreed to an outlay of some \$2,000 to renovate and furnish the College, so that, in respect to the building and equipment, it will be equal to any College for young ladies and young men in the Dominion. The new staff of teachers is now about complete, and will be an exceptionally efficient one. Miss Pitcher, who had such a brilliant career at McGill, and Mr. Bresse, head of the commercial department, have been re-engaged. The classical master is likely to be Mr. Hector W. Kollmyer, who took honours at McGill in two courses, winning a gold medal in one. German and French will be taught by Miss Liebich, who is a German, educated in Germany, and, having resided for three years in Paris as a teacher, is also very familiar with French. The musical department will be in charge of two teachers, a professor who stands high in musical circles, and a lady from Boston. Principal Flanders, in addition to having the oversight of the College, will himself teach certain branches. The domestic staff has been engaged, and is large and efficient. The new term will open early in September. Stanstead College, being affiliated with McGill, brings a practically Methodist university to the doors of the people of the Eastern Townships. The College not only prepares students for matriculation, but also takes them through their freshmen and sophomore years. It affords ample accommodation for a hundred resident students in addition to about fifty

of the vicinity. It is expected that under the new Principal Stanstead College will be even more successful than in the past.

—The elevation of the Abbé Laflamme to the important position of Superior of the Quebec Seminary and Rector of the Laval University, is a fitting recognition of the eminent abilities and valuable public services of one of our most distinguished Quebec geologists, upon which we heartily congratulate the reverend gentleman. Another excellent selection is that of Rev. Mr. Mathieu as Director and Prefect of Studies of the Quebec Seminary.

—The Academy of Cote St. Antoine has had a successful year, the Principal of the school, Mr. Nicholson, in the course of his report, stating that the total number of pupils enrolled during the year had been 360. Some had not attended the full session. In September last the school opened with an attendance of 276. In May the attendance was 307. As the attendance generally diminished in other schools after the beginning of the session, this showed that their numbers were rapidly increasing and necessitated increased accommodation. The classes had been large and the teachers most faithful in the discharge of their duties. Favourable home surroundings had also greatly helped the work. A small number of geological specimens had been collected during the year. This, it was hoped, would be the nucleus of a larger museum. Out of the three grades of the academy only two had failed. In the examination for A.A. all of their candidates had passed. The custom of making public such facts as these about a school, in the annual report of the Principal, read on the day of the closing exercises, is one which ought to be more widely extended among our country academies.

—Dr. Wesley Mills, in addressing the above school, at the end of the programme, thought that the parents should co-operate with the teachers, see them oftener and encourage them in their efforts. He likewise said that the habit of attention was a good one for children to cultivate. Much of their progress in after life depended upon their retaining in their memories what they heard spoken. The mere getting of the prize was not the most important point, but the habit of hard work and concentrated attention which had gained them. For this reason, they who had worked hard but failed to obtain a prize were sometimes more deserving of praise than the actual prize winner. Some brains developed slowly, and, as a rule, these were the best brains. Besides, the obtaining of

prizes indicated only a small proportion of the good qualities a pupil might possess.

—Dr. Shaw, while presiding at the closing exercises of the Royal Arthur School in Montreal, made the gratifying announcement that arrangements had been made for a general increase of salaries to all the teachers under the supervision of the Protestant School Commissioners. Elsewhere the announcement was made that the British and Canadian School would resume its classes after the holidays in the new building on Dufferin Square.

—Among the recipients of the degrees and honours conferred by Laval University at its late closing exercises, we notice with pleasure the name of Mr. C. E. Brodie, upon whom was conferred the degree of B.C.L. Mr. Brodie was also the winner of the first Tessier prize in the law faculty.

—The retirement of Mr. William Hossack from the chairmanship of the Protestant Board of School Commissioners, Quebec, has been announced. Mr. Hossack has held this position for more than twenty years, and the City Council has referred to his long and faithful service in this capacity in grateful terms. Mr. Hossack was at one time Mayor of the city.

—At the closing exercises of the Girls' High School of Montreal, the Chairman of the Board made the announcement that the Lady Principal of the school, Mrs. Fuller, is unfortunately, said the speaker, about to sever her connection with the school, over whose destinies she has presided since the year 1880, in which capacity she has done such noble work in moulding the daughters of Montreal. Her retirement will be a severe loss to the High School and to Montreal. Dr. Shaw echoed the Chairman's appreciation of Mrs. Fuller's noble work. As an organizer Mrs. Fuller had but few equals among the teachers of Canada. Her record is the highest of recommendations.

—The Bathurst School Case continues to fill a large space in public discussion in New Brunswick. Among the complaints which it embodies, it is said that the board of education persistently declined to take action upon complaints, that the grading of the schools has not been according to law, that the action of the trustees has resulted in inferior and incompetent teachers being employed, the closing of the superior and grammar schools, and that Protestant children were compelled to submit to this inferior system of teaching. It is also set forth that an immoral and dissolute teacher, once discharged by the school board as such from his position as inspector, had been placed in

charge as grammar-school teacher at the beginning of the present term; also that the replacing of the public schools by the conventual schools worked injury to the former; were for the special benefit of the Roman Catholic Church and for the injury of the Protestants; that Protestant teachers had been refused employment because of their faith and conscientious scruples preventing them teaching the Roman Catholic catechism. Charges are also made that Protestant children have been compelled to participate in Roman Catholic worship and have been ordered out when they refused, the non-sectarian nature of the schools being thus attacked and the spirit of the public school laws of the province violated.

—The architect's plans of Messrs. Perreault, Mesnard & Venne for the proposed Laval University building have been found acceptable. The building to be erected will be situated on the east side of St. Denis Street, near St. Catherine Street. It will be constructed of Montreal limestone, and will cost about \$200,000. The land has been presented by the Seminary of St. Sulpice, who have also subscribed money towards the building. It is expected that the work will be finished by January, 1895, at the latest. There will be accommodation for 500 students and for the administration of the University. Provision has also been made in the plans for law, science and medical faculties.

—The Rev. E. I. Rexford, B.A., Rector of the Montreal High School, in his annual report called special attention to the fact that this was the jubilee year of the High School. Their fiftieth anniversary had found them in a beautiful home, the first in the Dominion and second to none on the continent of America. It was indeed a credit to Montreal. With more use came keener appreciation, and the teaching staff felt that it would be difficult, if not impossible, to improve it. Mr. Gibson, who joined the Board in 1843, and was prominently connected with the schools in the earlier period, had died during the year, and the only original member of the Board now left was Mr. J. L. Day, Q.C.

—In the late drill competition among the Cadets of Montreal the verdict of Major Gordon declared the St. Mary's Cadets victorious, with the Highland Cadets a close second, and Mount St. Louis third. The Champ de Mars has witnessed many military musters which have drawn together great crowds; but it is a long time since so many people assembled in its vicinity as came to watch this competition. The open space where the exercises were conducted was surrounded by a countless throng of spectators. Points of vantage in the vicinity were crowded.

Before commencement of the competition the color party drew up in line opposite the place set apart for the invited guests and stood easy. They remained thus throughout. When judgment was declared, Color-Sergeant Howard advanced, supported by a squad, and tendered the flag to Madame Desjardins. Immediately before the verdict was given, Major Atkinson, of the 6th Fusiliers, who was drill instructor for the Mount St. Louis College, came forward. He wished to protest in case points should be deducted from his corps on account of not doing the physical exercise in two ranks. Major Gordon remarked that even if the St. Louis Cadets had received full points for that particular drill their position would not be improved. The physical drill took up the second portion of the day's proceedings. There was a great burst of applause when the Jesuit College Cadets marched upon the field. They piled arms smartly, stripped off belts, tunics and caps, and went through the exercise in black trousers with white flannel shirts. The black trousers were fastened with a red belt and the white shirts had the college monogram. They were unassisted by music in this exercise, thereby differing from the other corps. The Mount St. Louis went through their manœuvring to the strains of a piano specially imported for the occasion, and the Highland Cadets drilled to the tune of "Two Lovely Black Eyes." The Mount St. Louis also removed their tunics for the physical drill, but the Highland Cadets simply unbuttoned their tunics and discarded their belts. Beyond this they made no preparation, and, in spite of that fact, went through the drill quite as well as either of their predecessors.

—The Presbyterian College of Montreal has been able to report this year that the board have secured the services of Prof. J. P. Stephen as lecturer on Elocution next session. The Treasurer's statement shows that the financial position of the College has made some improvement during the year, notwithstanding special outlay in connection with the renewal of finances. The ordinary revenue has nearly equalled the expenditure of the year. The special subscriptions for the support of one of the chairs has been renewed for another five years, and upwards of \$4,000 added to the endowment fund. The Board, realizing the urgent necessity of increasing the endowment, are taking steps to continue the canvass. The Board have to report that two annual scholarships, one of \$40 and the other of \$35, have been founded by Thomas Houston, of Sarnia, to be competed for by the French students of the College. The executors of the late Miss Catherine Ross, of Renfrew, have

forwarded a legacy bequeathed by her to found a scholarship in the College, and since the books were closed the sum of \$600 has been received from the estate of the late James Sinclair, of Huntley township, on behalf of the Scholarship Endowment Fund. The Board cordially recommended that the General Assembly relieve Dr. MacVicar from the discharge of his college duties for part of an early session, to enable him to travel abroad, should he so decide. The receipts to the Endowment Fund, including balance from last year, are \$194,665.28; to the ordinary fund, \$16,291.43; to the Scholarship Endowment Fund, \$2,963.44; to the Scholarship Ordinary Fund, \$1,564.01; to the Library Endowment Fund, \$487; to the Library Ordinary Fund, \$170.38; to the Building Fund, \$26,200; to the Calvin Gold Medal Fund, \$581.41; to the Senate Fund, \$354; the balance of credit on profit and loss account, \$3,879.75.

—Sir William Dawson, while presiding at the declaration of the results of the late A. A. examinations, briefly sketched the history of the Associate in Arts examinations in Quebec, showing their great importance as a means of furnishing students for the universities and encouraging higher education, without which the Protestant minority in this province could not hope to hold its own. "In 1865," he said, "following the example of the English universities, we were, I think, the first on this side of the Atlantic to institute these A. A. examinations. In the first instance, the effect was regarded with doubt by many as premature, and the difficulties and discouragements were great. Now, however, with the co-operation of the University of Bishop's College and of the Protestant Committee of the Council of Public Instruction, the examinations have been extended throughout this province and beyond its limits. The objects which we had in view in commencing this work were many and far-reaching. We desired to establish a standard that might be recognized by parents and men of business, and might thus strengthen the schools. Along with this, there would be means of comparison of the schools among themselves. There would also be an influence toward the production of uniformity in the courses of study of the different schools, and of harmonizing them with those of the University. We should, in addition, give to the pupils the advantage of passing their examinations for entrance to college at the close of the school year instead of waiting in uncertainty till September.

—The Senior School, under the principalship of Dr. J. Mackercher, has had an excellent record during the year. The

teaching staff of this school has been strengthened by the appointment of Mr. Bacon, a graduate of Bishop's College, and late principal of the Hatley Model School.

—The staff of the Mannheim Elementary School have held a conference to protest against the present system of German orthography. They point out that, although ten years have elapsed since Puttkamer, the Minister of Education at the time, made the new spelling compulsory in schools in Government offices, not the slightest advance has yet been made towards its general adoption. In business offices, in common life, in newspapers, and in books, it is, in fact, scorned and ignored. The task of the schoolmaster—in thus having to teach his pupils a spelling which is different from that used by their parents and in general life, and which it will be to their advantage to forget immediately on leaving school—is, therefore, one of extreme difficulty. The German Ministers of Education, especially the Minister of Education for Prussia, would be doing excellent work if they would introduce a system of spelling that would receive more general support, and abolish the Puttkamer system, which has only made confusion worse confounded. “In no country in the world is there such confusion, in this respect, as in Germany,” laments, the Conference; “every one writes and prints as he chooses; many do not even keep to the same spelling in the same sentence. Definite rules and principles, which every educated man must follow, are earnestly to be desired.”

—At the March meeting of the Hanover Geographical Society, an interesting lecture was delivered on the German Colonies in South Africa. Besides the mission work, there are schools for native children, and two training colleges for teachers, who are mostly Christian natives. In the mission schools, the subjects are religion, reading, writing, arithmetic, and singing. For the children of missionaries and colonists there are special schools, corresponding to the middle schools in Germany, in which both English and Dutch are taught. In the Zulu mission there are 38 teachers and 8 school-houses, in the Bechuana mission 130 teachers and 16 school-houses.

—The “Gymnasium” for girls at Carlsruhe is not intended, at any rate at first, to give girls a complete high-school education. By the statutes which have lately been made known, the school authorities intimate that they will only receive girls who have already attained a certain grade in the high-schools at present existing. The knowledge they have there acquired will be revised in a transition class, and in the five following years



they will have the same curriculum as boys in the five last years of a classical Gymnasium. The fees are 200 m. a year, as against 120 m. at the ordinary girls' high-school. The Minister of Education has determined that high-school pupils who have been exempted from religious instruction, must, nevertheless, satisfy the examiners in religion in the final examination.

—As a private training college for women teachers had been started without Government sanction, the Minister of Education of Germany has sent a notice to all school councils informing them that, by a regulation of 1839, special permission from Government must always be obtained before the starting of any school or training college whatever, even when such training college is made to take the form of upper classes in a school already sanctioned. The notice states further that the sanction will in any case be refused, if the proposed training college has not a three-years' course, and is not connected with a school where the students can have similar opportunities for practice as in the Government training colleges.

—The masters at high schools who have not enjoyed a University education, but merely studied at training colleges, have petitioned that the obnoxious name "Elementarlehrer" may be dropped in school reports, time-tables, etc. They point out that the title, which was never really appropriate, was only used to distinguish them from University masters. Now that the latter have received the title of Professor, or Oberlehrer, confusion is no longer possible.

—The annual report of the Hanover Lyceum closes with an edict against the societies which the boys are fond of forming—in imitation of the University societies—for beer-drinking, smoking, wearing coloured ribbons, and duelling.

—A device used by Supt. Jones, of Bellaire, O., to secure efficient work on the part of the pupils deserves mention. He requires the teachers to report occasionally the number of pupils who are doing their best. Such a report made in March showed that 1086 out of the 1562 enrolled were believed by their teachers to be doing their best.

—The young men and women who aspire to obtain Academic or College educations, and whose parents cannot well afford that expense, will be interested in the work of the Cosmopolitan Magazine, which has offered for the year 1893 one thousand scholarships at any of the leading colleges or schools of the United States, upon the condition of introducing the magazine into certain neighborhoods. Yale, Vassar, Harvard, Ann Arbor,

Chicago, the Southern colleges, the great schools of art and medicine, all are alike open to the ambitious boy or girl who is not afraid of a little earnest work. The Cosmopolitan sends out from its New York office a handsomely printed pamphlet to any applicant, telling just what is necessary in order to secure one of these scholarships. The scholarship itself includes board, lodging, laundry and tuition—all free.

—There is a word of comfort in this to some of our higher institutions in Quebec. The best college, says a contemporary, for a solicitous parent to send his son to, is a small college, where he has the minimum of evil, and the maximum of good influences—where he is in contact with the minds of his teachers, and under their immediate moral influence. Our small colleges make our great men; and this they have done for a hundred years. President Harper, of University of Chicago, also indorses the smaller colleges in claiming that we have not too many small colleges, but possibly too many institutions calling themselves universities.

—The Bloomsburg State Normal School has recently determined to introduce a new department. This is no less than a boys' home, a place where young boys will be cared for; all the safeguards and comforts of a good home will be furnished. These little fellows will have a matron to look after their needs, comfort, morals and health, and will have also the advantage of the Model School.

—At the London Horticultural College, landscape and kitchen gardening are taught by means of lectures, demonstrations and practical work. Applications are received at the college faster than women can be trained.

—Three hundred women students are in attendance at the Boston University. Of this number, forty-three are in the medical department, seven in the law school, and eleven in the school of theology.

—Professor Langley, of Michigan University, tells the story of a Western father whose wealth consisted of large mining interests and whose only child was a daughter. This daughter and prospective heiress he brought to Michigan University and placed in a class in which she was the only woman student, but where she acquired a complete mastery of all mining knowledge, and the power to attend to its different departments with accuracy and good judgment, in compliance with his wish that she should know all about the business that he did, and be able to take care of the property she would inherit at his death.

—A commissioner in Sullivan county, several years ago, gave a first grade certificate to a young man, who remarked, "I intend next year to try for a state diploma." This aroused the attention of the commissioner; it was an announcement that the teacher was going to be a student as well as the pupils. He watched the school of this young man; it was in a community that had been indifferent; the salary paid was very moderate. Great interest was reported; lectures were delivered at the school-house; the parents came to the monthly receptions instituted; the children had speeches, dialogues, and singing. The trustees offered higher wages for the next year. All this came from having a teacher who was himself a student. It is proper to say he took the state diploma and is now principal of an important high school.

### **Literature, Historical Notes, etc.**

#### THE CHATEAU ST. LOUIS.

A visit to the picturesque and spacious structure that stands near the site of the Chateau St. Louis cannot but arouse the interest of the student of history in the vicissitudes of the buildings which early colonial enterprise grouped within the area of its immediate environment. Within the grounds overshadowed by the present palatial Chateau Frontenac was laid the nucleus of the historic beginnings of Canada, and here

Of choice escaped awhile from commerce-cares  
The memory, cradled on the velvet charms  
Of nature, hums its olden song, and plays  
With history's fingers to assure its tune.

On Thursday morning of the 23rd of January, 1834, while the streets were being thronged with artizans and school children on their way home to the mid-day meal, the cry was raised that the chateau was on fire; and as the thickening crowds hurried towards the Place d'Armes, the volumes of smoke issuing from the roof of the building showed every one that the alarm was no idle one. The following is a description of an eye-witness lately given to the writer as he stood one night on the terrace admiring the beautiful structure which now adorns this part of the city. "I was a boy at the time, but well do I remember joining with the crowd as it hastened up Fort street, past the Masonic Building, which then occupied the site of the present post office. At the corner of Fort street and Ste. Anne street the crowd became divided into two streams—one moving up

along the back of the riding school (which afterwards became the theatre, and at the burning of which I was also present), and the other past the gable of that building and along by the stables, with their steeply-sloping roof, to the guard-house and the archway between the guard-house and the Haldimand Building, which has just been pulled down to make room for the new hotel. The fire, it seems, had broken out in a room in the upper story of the building, and many thought that the lower apartments might be saved. But before an hour was over that hope was dispelled. Still the firemen and the citizens did not give over their efforts. As I stood in the open court, getting a peep now and again, in the parting of the crowd, at the flames seeking their way upwards and downwards, I could see many well dressed persons and officers rushing past with pieces of furniture and household ornaments in their hands on their way to some place of safety. It was said that the governor had issued invitations for a luncheon for that day, but the only thing the guests had to do on their arrival was to assist in the saving of the dishes from which they had been invited to partake of the governor's hospitality. The conflagration naturally made a deep impression on my youthful mind. For a time I mingled with the crowd that struggled in the court-yard. But when the roof of the building fell in, and the embers, carried by the current of the shooting flames, began to fall on the houses below, I hastened down Mountain Hill to lower town, where my home was, to find my father and mother in the greatest alarm over the impending danger. As I ran through Prescott Gate the sparks kept falling around me, and the snow-trodden streets soon became gray with the ashes. Even after dark the fire continued and lit up the eastern end of Champlain street and its surrounding clusters of buildings with a fascinating brilliancy, which gave me and other youngsters of my acquaintance an excuse for keeping out of doors beyond our usual bedtime. The night was one of the coldest of the season; and yet I remember little about the inconvenience of the cold, though I shall never forget the torchlight mass on the brink of the sweeping precipice above, with its broken-edged windows, like great staring eyes, from which there kept issuing leaping tongues of flame as the wind in intermittent gusts subdued them down through the open roof within the ruined walls. No doubt the impressionable character of youth had something to do with it; yet I think I may say, without hesitation, that I never saw any spectacle equal to the panoramic illumination of lower town that night."

At the date of this catastrophe, the Chateau was being used by the Governor-General, Lord Aylmer, as a place of residence. The houses of parliament were in session at the time, and His Excellency communicated the official tidings of the sad occurrence to the members the morning after the fire. The news was received with the usual loyally expressed respect and regret. But the loyalty of the lower chamber in these days was never much more than word-deep, and beyond a mere formal expression of regret, nothing was done to meet the expense of restoring the building, even when it was urged by outsiders that an appropriation should be made for "an object so necessary and indispensable, and at the same time so independent of party feeling and prejudice." And thus for many years there was nothing to be seen of the Old Chateau but a heap of blackened ruins within the court-yard facing the Place d'Armes, until Lord Durham succeeded in hiding them away under the terrace which for a long time went by his name, and which no doubt suggested to the modern improvement committee the idea of prolonging it as the now famous Dufferin Terrace.

The history of the Chateau may be traced back to the time of Champlain, though as a place of residence built by him within the Fort St. Louis, it did not receive the dignified title of *chateau* until his successor, Governor Montmagny, undertook to improve it and its surroundings. The fort which enclosed the first Chateau St. Louis, however, is not to be confounded with the fort which Champlain began to equip in 1620. The original Fort St. Louis was situated at or near the site of the present Chateau Frontenac, but on the other side of Mountain Street, on the nearer end of the area now occupied by the Grand Battery, adjacent to the vacant site of the old Parliament Building, overlooking Sault-au-Matelot Street. The history of this *petit fort*, as it has been called, is to be readily culled from Champlain's own writings, in which he speaks of it as a *demeure* or a *maison*, commenced by the laborers of the settlement to avoid the dangers of a possible attack of the Indian tribes near by.

"I placed this building," he says, "in an excellent position upon a hill which commanded the passage of the river;" while in another paragraph he tells us that it was his intention to place it in charge of his brother-in-law and eight men, whose duty it would be "to carry provisions, arms, ammunition and other necessary things should the place come to be defended." The first time he speaks of the *petit fort* as the Fort St. Louis

is when he gives an account of the cutting out of a winding pathway from the *Habitation* at the water's edge to the rough fortifications on the crown of the hill; while he continues the new name when he informs us that a violent gale blew off the roof of the building and carried it more than thirty paces over the ramparts. This accident happened in the spring of 1624, and from that till 1626 little was done to improve the building's condition. The founder of Quebec, when leaving for France in 1624, urged upon the colonists he left behind to do what they could to keep the place in a state of repair; but finding on his return that nothing had been done, he decided to raze it to the ground and to fortify a more commanding site on the other side of the winding pathway from lower town to upper town. This site, he tells us, was immediately over the *Habitation*; and after examining the plans of Fort St. Louis, as it was laid out in later times, there seems to be no room for doubting that the enclosures of Champlain's *plus grand fort* were within the line of Ste. Anne Street towards the south, and that the dwelling-house within the fort, in which he died, was the structure which Governor Montmagny afterwards enlarged or rebuilt, and on which he bestowed for the first time the name Chateau St. Louis.

The date, 1647, inscribed on the "Stone of the Maltese Cross," which has been inserted in the masonry of the main entrance to the Chateau Frontenac, carries us back to the first chapter in the history of the old chateau. There is conclusive evidence that in 1647 *un corps de logis* was erected within the fort, and it is possible that Montmagny, who was a *chevalier de Malte*, may have had this stone engraved with an emblem of his own social distinction, before getting it inserted as a commemorative stone in some wall or other of his mansion or its attachments. The stone itself was found in the *débris* of the fort as the miners were engaged, in 1784, in levelling the courtyard between the Chateau St. Louis proper and Chateau Haldimand, and placed in the wall of the latter building until it was removed to its present position in 1892. In connection with the engraving on the stone, an attempt has been made to locate a house erected by the Order of Malta in Quebec. An old document, as some think, shows that the name Mount Carmel, as applied to the rock which terminates the *eul-de-sac* at the end of Mount Carmel Street at the present day, existed as far back as the seventeenth century, and in the name it is thought there is some commemoration of the Order of Mount Carmel, a branch of the Order of Malta. The theory, however,

that such a house existed is a mere surmise. All that we know about the stone is that it was found among the *débris* removed from the courtyard of the Fort St. Louis when the Chateau Haldimand (or, as it has been called, Haldimand Castle) was reaching completion in 1784; and that it is not to be identified as the *foundation stone* of the old chateau. As a corner-stone or key-stone of some archway within the fort, it may safely be taken as commemorating the improvements which Governor Montmagny laid out on the fort and the *corps du logis* of Champlain's day. Whatever its origin, its attempted identification enables us to distinguish clearly between what was the Fort St. Louis and the Chateau St. Louis, as well as between the old chateau of Frontenac's time and the structure removed in 1892 to make way for the present Chateau Frontenac. A study of it makes clearer than ever that the dwelling place of Champlain in the Fort St. Louis was never called the Chateau St. Louis.

The earliest plan extant of the Fort St. Louis indicates how it was enclosed on the city side by those angular outworks that are calculated to resist a siege with advantage. The Chateau is shown on it as having been built on the edge of the precipice, with an enclosed area or terrace in front, like the subsequent buildings that took its place. The entrance to the court-yard, then as later, faced the Place d'Armes. Near its inner gateway there was a large building erected for a guard-house, of which the foundations were lately exposed by the workmen laying the drainage pipes for the Chateau Frontenac; while to the west of the southern bastion there is marked the prison,\* and on the east a large store-house in which the garrison supplies were kept.

The outer rampart was made of a timber frame-work filled in with earth, a very great improvement on Champlain's palisades, while within there was a covered way for the protection of the garrison, and without, a dry ditch of considerable width. With the assistance of this early plan and by comparing it with the plan of the more modern fort, the descriptions

\* A glimpse is had of the old life in 1659, when Marie de l'Incarnation tells us in one of her letters: "Our governor is in the country. What has taken him off is that the Iroquois whom he held as prisoner within our stout walls with their iron gates, having learned that their nation had broken the peace, and thinking that they would be immediately destroyed, have forced the prison to-night and leaped the walls of the Fort. The sentinel seeing them, raised the alarm to turn them back, and they were immediately pursued. I do not know whether they are taken or not, for these gentlemen run like deer." [The prison or lock-up within the fort is, evidently, referred to here.]

given of the place by such visitors to the city as La Potherie, Charlevoix and Kalm become interesting and instructive.

La Potherie visited Quebec in 1698, and speaks of the Chateau in these terms:—"It stands on the brink of a vast cliff one hundred and eighty feet high. Its fortifications are irregular, having two bastions on the city side, without any ditch.\* The house of the Governor-General is one hundred and twenty feet long, in front of which is a terrace of eighty feet which overlooks the lower town and the channel. The edifice is pleasing, both as regards its interior and exterior, on account of the wings which form the building in front and rear. It is two stories high, and there is still wanting a wing of thirty-three feet long. On the side of the house, there is a battery of twenty-two embrasures, partly enclosed in the building and part without, commanding the lower town and the river. At four hundred paces above is Cape Diamond, four hundred and eighty feet high, upon which stands a redoubt which commands the upper town and the adjacent country."

Charlevoix, who was in Quebec in 1720, writes of Fort St. Louis as being a fine building with two pavilions by way of wings. "You enter it," he continues, "through a spacious and regular court, but it has no garden belonging to it, the fort being built on the brink of the rock. The defect is supplied in some measure with a beautiful gallery, with a balcony which reaches the whole length of the building. It commands the roadstead, to the middle of which one may be easily heard by means of a speaking trumpet; and from it you see the whole of lower town under your feet. On leaving the fort, and turning to the left, you enter a pretty large esplanade, and by a gentle declivity you reach the summit of Cape Diamond, which makes a very fine standpoint from which to view the surrounding country."

In 1749, Quebec was visited by Professor Kalm of Sweden, a distinguished naturalist of some European distinction. "The Palace," (*i.e.*, the Chateau St. Louis), he says in an account of his visit, "is situated on the west or steepest side of the hill just above the lower town. It is not, properly speaking, a palace, but a large building of stone, two stories high, extending north and south. On the west side of it is a court-yard, surrounded partly with a wall and partly with houses. On the east side, or towards the river, is a gallery as long as the whole

\* The ditch must have been filled in as the times became more peaceful. The date of the chart is 1685, thirteen years before La Potherie's visit.



building, and about two fathoms broad, paved with smooth flags, and included on the outside by iron rails, from whence the city and the river exhibit a charming prospect. The gallery serves as a very agreeable walk after dinner, and those who come to speak with the Governor-General wait here until he is at leisure. The palace is the dwelling of the Governor-General of Canada, and a number of soldiers mount the guard before it, both at the gate and in the court-yard; and when the Governor or the Bishop comes in or goes out, they must all appear in arms and beat the drum. The Governor-General has his own chapel where he hears prayers; however, he often goes to mass at the church of the Recollets,\* which is very near the palace."

In Bouchette's book on the topography of the province, published in 1815, there is to be read the following description of the grouping of buildings round the area once occupied by the Fort:—"The Castle of St. Louis is a handsome stone building seated near the edge of the precipice, and supported towards the steep by a solid work of masonry, rising nearly half the height of the edifice and surmounted by a spacious gallery. The whole pile is 162 feet long by 45 feet broad and three stories high. Each extremity is terminated by a small wing, giving to the whole an easy and regular character. The castle was built shortly after the city was fortified with solid works. For a long series of years it had been neglected, so much so as to be suffered to go to decay, and, ceasing to be the residence of the commander-in-chief, was used only for the offices of government until the year 1808, when a resolution passed the provincial parliament for repairing and beautifying it, the sum of one thousand pounds having been voted to start the work. The part properly called the Chateau occupies one

\* The Church and Convent of the Recollets stood facing the entrance to the Fort St. Louis. Their buildings, with the garden, occupied the whole site on which stands the Court House and the English Cathedral. They possessed the entire area between St. Louis Street and St. Anne Street, and gave the name of Garden Street to the roadway on the west side of the Ring or Place d'Armes. Not far from the corner of this open space, there stands within the precincts of the Church close, a venerable tree, the last relic of those which shaded the Recollet fathers—a touching monument of olden time—perhaps the last tenant of the forest primæval. Under this tree, or on its site, tradition relates that Champlain pitched his tent on landing and taking possession of his new domain. Here he lived until the Habitation was ready for the reception of his little band.—*Hawkin's Picture of Quebec.*

[This tree was overturned, in a storm, and a suggestion was made to save the stump and ornament it with an inscription in brass. But the suggestion was allowed to fall to the ground, not a little to the discredit of the time.]

side of the square or court-yard. On the opposite side stands an extensive building divided among the government offices, civil and military, that are under the immediate control of the Governor. This last building also contains a handsome suite of apartments, where the balls and other public entertainments of the court are always given. During the dilapidated state of the Chateau, this building was occupied by the governor's family. Both the exterior and interior are in a very plain style. It forms part of the curtain that ran between the two exterior bastions of the old fortress of St. Louis. Adjoining it are several other buildings of smaller size, including a guard-house, stables, and an extensive riding-house. Of these works only a few vestiges remain, except the eastern wall, which is kept in solid repair. The new guard-house and stables, both fronting the parade, have a very neat exterior. The first forms the arc of a circle, and has a colonnade before it. The stables are attached to the riding-house, which is spacious, and in every way well adapted to its intended purpose. It is also used for drilling the city militia."

### **Practical Hints and Examination Papers.**

Much has been written on the aim of education, but the case is most admirably stated in the following from Fouillée's *Education from a National Standpoint* :

"Instruction, in my opinion, may have two results—either dynamical, *i.e.*, an increase of cerebral power, or purely statical, as, for instance, in the results of scientific and literary routine. In the former case it acts on heredity, and may produce hereditary transmission of cerebral power, in the latter it does not act at all, or only acts in the wrong direction, by exhausting the nervous system. It is intellectual power that is transmitted from one generation to another, and not the knowledge required. Hence the criterion I lay down to test methods of education and instruction. Is there an increase of mental, moral, and aesthetic power? then the method is good; Is the memory simply turned into a store house? then the method is bad, for the brain is not a store house to be filled, but an organ to act."

—*Decorate* the blackboards by pretty colored crayon borders. Some do, why do not all the teachers of grades below the high school. We have seen borders of oak, maple and other leaves—summer and autumn colors; grass mingled with bright yellow dandelions—this was very pretty in April and May; poppies, geometrical designs, etc. Some of these were from stencils, others original work. It makes the room more attractive, and if rightly managed the pupils are much interested in helping to do the work.

—*Dirty rooms* cannot always be laid to poor janitor work. Torn up scraps of paper on desks or floor usually indicate some laxness on the part of the teacher. How bare of *pictures* some schools are. No room need go without pictures a term. Get good ones, even if not so many are procured. Washington, Lincoln, Grant, Whittier, Longfellow, Lowell and Bryant are quite familiar pictures in Michigan schoolrooms. Why didn't that teacher go on with her work? She just stood around and talked and showed written work previously done. We wished to see her teach.

A CHEAP TRIP:—At the close of school on Thursday afternoon, says Miss L. M. Barhite, I told the children that we would make a trip to the World's Fair in fancy the next day, starting at three o'clock in the afternoon, and requested that each one should learn all he could about the things displayed there, in order that he might show them to his friends by means of word pictures. For material I had a small book containing pictures and brief descriptions of several of the buildings on the grounds; a large picture representing a bird's-eye view of the grounds, a few clippings from newspapers describing some of the displays, and a small piece of the redwood tree that was sent from California to Chicago. I studied the description of the buildings, placed a stencil portrait of Franklin upon the blackboard, selected some of the most interesting of the clippings to be read by pupils and studied the less interesting items in order to be able to present the subject matter in a simple and interesting manner.

When the appointed time arrived and books had been neatly packed away, I showed the view of the grounds and asked a few general questions on the subject. Then showed a picture of the Administration building, giving a brief description of it at the same time. The pupils asked questions and we talked about it until all appeared to have a clear idea of the appearance of the building and the purpose for which it was built. Then I showed the Electrical building, drawing attention to the portrait of Franklin, whose statue appears in that building and requiring one of the oldest pupils to give a brief outline of his life and his discoveries in the field of electricity.

From that we passed on to the other buildings and exhibits, the children volunteering information and asking questions in regard to them. I allowed them to examine the redwood while I told them the story of the discovery of the big trees by William Dowd. We paid our respects to the little Esquimaux baby; wandered through the street from Cairo, first locating the city carefully; visited Libby prison, a member of the history class telling about the brave men who suffered there; looked at a picture of the Independence Bell while one of the pupils read the poem entitled "Liberty and Independence." The clock struck four long before we had wearied of the subject and I think we will take another trip before long as the children are coaxing for it and are continually bringing me papers containing something of interest on the subject.

—The parents must then understand that there are certain lines of thought and action which their children may pursue that will be conducive to the best interests of the child in his school work ; and that there are certain other lines of thought and action which totally unfit him for such work. These different lines of thought and action are absolutely opposite in their effect ; either one can only be pursued at the expense of the other. When John or Jane asks to go to this or that place two or three times a week, which will keep them out until a late hour, or to take part in this or that entertainment, which will have a tendency to attract their attention from school work, that very minute, in the majority of cases, that parent is deciding whether his child shall make of his year's work a failure or a success. To allow a child to be continually running here and there is to insure to that child a positive failure in his school work.

### GEOGRAPHY (GRADE I. MODEL SCHOOL).

(Only one question is to be answered from each Section.)

#### SECTION I.—*North America.*

1. Name the political divisions and describe the boundaries of two of them.
2. Give the boundaries of the Great Central Plain.
3. Name the great rivers and describe the direction in which each flows.

#### SECTION II.—*The Dominion of Canada.*

4. (1) Name and give the location of its capital. (2) Name its several provinces and their respective capitals.
5. Name (1) the chief mountain ranges and describe their situation ; (2) the chief lakes and their situation.
6. Name the two largest towns in each province, not including the capitals.

#### SECTION III.

7. Give the boundaries of the Province of Quebec, and name in order six of the counties lying south of the St. Lawrence.
8. Name the principal rivers of Quebec which flow into the St. Lawrence.
9. Draw a map of British Columbia or of P. E. Island, inserting the chief towns and also any large rivers. (The map should be neatly drawn in clear pencil outline to fill the quarter sheet of paper.)

### ARITHMETIC (GRADE I. MODEL SCHOOL.)

[Two questions are to be answered from each of the first two sections.]

[The question is to be written out by the pupil first, and the problem worked out underneath. The ciphering should be done neatly, and each sum separated from the other by a double line. Be careful to note the instructions in the Grammar paper, which apply to all papers.]

## SECTION I.

1. (i.) Explain each of the following kinds of fractions: compound, complex, proper and improper, and give an example of each. (ii.) Which of the following fractions is the greatest and which the least:  $\frac{3}{4}$ ,  $\frac{2}{3}$ , and  $\frac{6}{7}$ ?
2. From the sum of  $3\frac{1}{4}$  and  $\frac{2}{3}$ , take  $\frac{3}{4}$  of  $\frac{5}{12}$ .
3. Multiply  $\frac{6}{7}$  by  $\frac{3}{4}$ , and divide the product by  $\frac{2}{3}$  of  $\frac{4}{5}$ .

## SECTION II.

4. Find the H. C. F. of 115, and 161, and the L. C. M. of 9, 12, 18, 42.
5. Make out a bill for the following account, supplying dates: Mr. R. Smith bought of T. Horner, 12 yds. cloth, at \$2.50; 16 yds. flannel, at 40 cents; 15 yds. cotton, at 12 cents.
6. How many times is \$125 contained in one million of dollars?

## SECTION III.

7. Write down the answers of the following, and attach this part of the printed paper to your other paper in Arithmetic.
  - (a) Multiply 364 by 25. Ans.....
  - (b) Multiply 125 by 12 and divide by 3. Ans.....
  - (c) Divide \$220.80 by 20. Ans.....
  - (d) How much is  $\frac{3}{4}$  of  $\frac{1}{6}$  of 16? Ans.....
  - (e) Reduce 1 mile to feet. Ans.....
  - (f) Subtract  $\$5\frac{3}{4}$  from \$8.80. Ans.....
  - (g) Find the quotient of 6416 by 16. Ans.....
  - (h) Take  $\frac{2}{3}$  of  $\frac{3}{4}$  of a yard from 1 yard. Ans.....

## ENGLISH GRAMMAR (GRADE I. MODEL.)

[The answers must be written on paper of the regulation size (quarter-sheet foolscap, and fastened at the upper left-hand corner.) It will be more convenient for the examiners if every answer begins on a new sheet. A margin should be left on each page. Write only on one side of the paper. Write neatly.]  
(Two questions to be answered from each Section.)

## SECTION I.

1. Analyze the sentence: In his hand he bare a mighty bow.
2. Parse the words in the sentence given for analysis.
3. What is a sentence? Frame two sentences, the first having the object qualified by an adjective and the second having the predicate extended by an adverbial phrase.

## SECTION II.

4. What is a pronoun? a verb? a preposition? Frame a sentence containing a preposition and having a pronoun for the subject.
5. Name two ways by which the plural of nouns may be formed and give three examples of each.
6. Give the positive degree of the following words:—worse, best, more, farther, least, last.

## SECTION III.

7. Correct what you consider errors in the following sentences: This don't suit. He fell in the river. He has went for a drive. The master has give hard lessons to John and I. Let it lay there.

8. Give the present tense of the following verbs:—Left, told, shorn, taught, shod, fled.

9. Give the masculine form of the following:—Niece, madam, queen, witch, goose, empress.

## ENGLISH (GRADE I. MODEL SCHOOL.)

## SECTION I.

1. Complete the stanza in which any three of the following lines occur. Name the poem and the author from which they are taken:

- (a) Lives of great men all remind us . . .
- (b) Sweet bird that shunn'st the noise of folly . . .
- (c) The clouds are scudding across the moon . . .
- (d) There was a sound of revelry by night . . .
- (e) Full in the passage of the vale above . . .
- (f) When reposing that night on my pallet of straw . . .

## SECTION II.

(Two questions to be answered from this Section.)

2. Write a short composition on "The Niagara Falls," or a Letter to your Uncle describing how you spent your last Summer Holidays.

3. Give the meaning of the following words which occur in your Reader: *Accessions, depression, deluded, emancipated, recognition, intervening*. Compose three sentences, each containing one of the foregoing words; if you select a noun, let it be the object of the sentence; if an adjective, let it qualify the subject.

4. Give the derivation of the following words, and form two other words from each of the roots: *Current, accession, convert, extension*.

## SECTION III.

5. Write in your own words the substance of the extract which has been read twice in your hearing by the deputy examiner. (The paragraph to be selected from page 257, Gage's Reader, beginning "Explorations.—Little was paid to Canada," &c.)

## DRAWING FROM 3.30 TO 5.

1. While the pupils are engaged with their English paper, the teacher may copy on the blackboard the Rosette and the Greek Fret Ornament in the Dominion Freehand Course, No. 2. No figure will receive marks which is not drawn in pencil, or is not at least three inches in length, and on drawing paper.

## CANADIAN HISTORY (GRADE I. MODEL SCHOOL).

[Two questions are to be answered from each Section.]

## SECTION I.

1. Explain the following terms used in your text-book : *Confederation, parliament, legislature, ministry, executive government, governor-general, lieutenant-governor.*

2. What is meant by the British North America Act? Name three important things which this Act provides for.

3. How long is it since the Dominion was formed? Name the provinces of which it was at first composed and the provinces of which it is composed at present. Name in succession the Governors-General.

## SECTION II.

4. Tell what you know of William Lyon MacKenzie and Louis Papineau in connection with the "Canadian Rebellion."

5. Name some of the events connected with the battle of Queens-ton Heights *or* of Chrysler's Farm.

6. Give a short account of the battle of the Plains of Abraham.

## SECTION III.

7. State concisely what you know of (1) Champlain's explorations ; (2) his difficulties with the Indians.

8. What is meant by the "Company of One Hundred Associates"? Give a short account of it.

9. In what connection are the names of Jacques Cartier, Martin Frobisher, Sir Humphrey Gilbert, Sir Francis Drake, respectively associated with the history of Canada?

## FRENCH (GRADE I. MODEL.)

[Two questions to be answered from each section.]

## SECTION I.

1. Translate :—*Le livre est sur la table. J'ai le petit garçon avec son père et sa mère. Voici mon chien et mon cheval de bois. As-tu un chat, Caroline? Passe-moi ton ardoise, Joseph. Jean va à Montréal ce soir. Où restes-tu, mon garçon? Au numéro quarante, rue St. Denis, Montréal.*

2. Translate :—*What is your name? I go to school every day. I am ten years old. Who teaches you French? Give me my sponge, will you? John struck me on the cheek. How are you, Alfred?*

3. Name in French five parts of the human body, and the days of the week.

## SECTION II.

4. Translate :—*My, thy, his, her, our, their.*

5. Give five French words by which *some* may be translated.

6. Write in French the cardinal numbers from *one* to *twenty*.

## SECTION III.

7. Write in French :—I speak, thou hast, she has, we are, you have, they have.
8. Write out five *short* sentences in French.
9. Write out any one tense of *avoir*, of *parler*, and of *être*.

## DICTATION, READING AND WRITING, FOR ALL GRADES.

*Dictation.*

GRADE I. MODEL SCHOOL.—The first section of the lesson on “Niagara Falls” beginning on page 215 of Gage’s Fourth Reader, or the first paragraph of the lesson on the “Health of Houses” on page 193 of the Fourth Royal Reader, beginning with “To have pure air,” &c. (This dictation on Thursday afternoon.)

GRADE II. AND III. MODEL SCHOOL or Grade I. Academy.—The first two sections of the lesson on “The Social Aspects of Temperance,” page 256 of Gage’s Fifth Reader, or the first paragraph of the lesson on “Gibbon’s Power as an Historian,” on page 254 of the Fifth Royal Reader.

GRADE II. ACADEMY.—The paper set by the A. A. Examiners shall be taken by this grade.

*Reading.*

MODEL SCHOOL GRADES.—For Grades I. and II. Model School, the deputy-examiner may select any passage within the prescribed pages in the readers, giving 100 marks in each grade as a maximum. The reading may be heard at any time during the examination convenient to the deputy-examiner, if the time mentioned in the time-table is not sufficient. The main points to be taken notice of in making the awards for reading are naturalness of utterance, clear enunciation, and proper emphasis.

ACADEMY GRADES.—The printed form prepared by the A. A. Examiners may be used for Grades I. and II. Academy, with 100 marks in each case as the maximum. These marks are to be entered by the deputy examiner in the schedule to be returned to Quebec.

*Writing.*

The paper set by the A. A. Examiners is to be taken only by the pupils of Grade II. Academy: for the pupils of all other Grades any ten lines of prose and any ten lines of poetry may be written from memory or from the Reader. The general character of the writing of the pupil in all the papers will also be taken into account.

## OLD TESTAMENT HISTORY (FOR MODEL SCHOOL GRADES )

[Only one question is to be answered from each Section by pupils of Grade I. Model School, but pupils of Grades II. and III. are expected to answer two questions from each Section.]

## SECTION I.

1. Give an account of Lot. Where was the land of Sodom and Gomorrah?



2. When was the feast of the Passover instituted? Name the plagues of Egypt in the order in which they occurred.

3. Narrate three of the events that occurred during the journeyings of the Israelites after they had left the locality near Horeb and Sinai and before they crossed the Jordan.

#### SECTION II.

4. Give a prominent event in the lives of each of the following persons mentioned in Scripture: Elijah, Samuel, Daniel, Joab, Dathan, Jezebel, Nehemiah, Ahab, Nathan, Boaz.

5. Where were Capernaum, Bethlehem, Joppa, Ai, Cæsarea, Babylon, Damascus, Tabor, Beersheba. Name some event connected with each place. (In doing so, arrange the names in a column.)

6. Give an account of the ark built by Noah.

#### SECTION III.

7. Draw a map of the Holy Land large enough to fill the sheet you are writing on. (Let the outline be in pencil and the names neatly printed.)

8. Quote any ten verses from the Old Testament.

9. Name five of the prophets of Israel, and write all you know of any one of them.

#### GEOGRAPHY (GRADE II. MODEL SCHOOL.)

[One question to be answered from Sections II. and III., and two from Section I.]

#### SECTION I.

1. Name the countries of Europe bordering on the Mediterranean and their respective capitals.

2. What large rivers flow into (1) the Baltic, (2) the North Sea, (3) the Black Sea, (4) the Caspian?

3. Draw a map of Italy, tracing the principal rivers and mountain chains. (The map should be neatly drawn in clear pencil outline to fill the quarter sheet of paper.)

#### SECTION II.

4. Name in order the countries of Europe bordering on the Atlantic or part of the Atlantic, and the capital of each.

5. Describe the situation of the Pyrenees, the Alps, the Apennines, the Caucasus, and Carpathians.

6. Name the chief islands in the Mediterranean, stating the direction in which each lies from some European country.

#### SECTION III.

7. Name the towns of England noted for their manufacture of (1) Cotton, (2) Hardware.

8. Describe the course of the Thames, the Clyde and the Shannon, and name two important towns on each.

9. Explain the terms: Longitude, meridian, tropics, zone, isthmus, oasis.

ARITHMETIC (GRADE II. MODEL SCHOOL.)

(Two questions are to be answered from each Section.)

SECTION I.

1. Write  $\frac{17}{100}$ ,  $\frac{18}{1000}$ ,  $\frac{241}{1000}$ ,  $\frac{241}{100}$  and  $\frac{1}{10}$  in decimal form; and reduce  $\frac{1}{4}$  to a decimal and .75 to a vulgar fraction.
2. Find the difference in length between a yard and a French metre, the French metre being 39.371 inches.
3. Multiply .00864 by .025.

SECTION II.

4. Divide 48.64 by (1) .016 and (2) by 4864. (Be careful to indicate the decimal point in the answer.)
5. Reduce  $\frac{2691}{11817}$  to its lowest terms and then reduce the resulting fraction to a decimal.
6. A boy had  $\frac{9}{10}$  of a dollar and spent  $\frac{2}{5}$  of what he had. How many cents did he spend?

SECTION III.

7. A. owed \$276 and paid \$17.25; how many times must he pay such a sum to cancel the debt?
8. How many steps, each 1 ft. 6 in. length, must a boy take in walking a mile?
9. A man bought a quantity of coal for \$250, and by retailing it at \$5.75 a ton he gained \$37.50; how many tons did he buy?

SECTION IV.

(This Section may be taken instead of Section III.)

Write down the answers of the following and attach this part of the printed paper to your other paper in Arithmetic.

- (a) Multiply 3646 by 25. *Ans.*.....
- (b) Multiply 678 by 16 and divide by 4. *Ans.*.....
- (c) Divide 3660 by 16. *Ans.*.....
- (d) How much is  $\frac{7}{8}$  of  $\frac{4}{5}$  of 620. *Ans.*.....
- (e) Reduce 1 mile to feet. *Ans.*.....
- (f) Subtract  $5\frac{3}{4}$  from 8.80. *Ans.*.....
- (g) Find the quotient of 60650 by 25. *Ans.*.....
- (h) Take  $\frac{3}{5}$  of  $\frac{9}{21}$  of  $\frac{7}{5}$  of a lb. from a lb. *Ans.*.....
- (i) Take 25 lbs. from a cwt. *Ans.*.....
- (j) Add  $\frac{1}{4} + \frac{1}{2} + \frac{1}{3}$ . *Ans.*.....

ENGLISH GRAMMAR (GRADE II. MODEL SCHOOL.)

[The answers must be written on paper of the regulation size (quarter-sheet foolscap, fastened at the upper left-hand corner.) It will be more convenient for the examiner if every answer begins on a new sheet. A margin should be left on each page. Write only on one side of the paper. Write neatly.]

(Two questions are to be answered from each section in this paper.)

SECTION I.

1. Analyze the following sentence:—

*Full many a gem of purest ray serene  
The dark unfathomed caves of ocean bear.*

2. Parse the words in italics.
3. Give the comparison of each adjective in the sentence given for analysis.

## SECTION II.

4. What is meant by inflection? For what purposes are nouns inflected? Give examples.
5. What is a proper noun? a common noun? Give an example of each. What are the usual subdivisions of common nouns? Give examples.
6. Name the several ways by which adjectives are compared and give one example of each.

## SECTION III.

7. What is a pronoun? Name the several kinds of pronouns and give an example of each.
8. Name any of the pronouns that are not inflected (1) for number (2) for case.
9. How may the number or case of a pronoun be known when it is not inflected for number or case?

## ENGLISH HISTORY (GRADE II. MODEL SCHOOL.)

[Two questions to be answered from each Section.]

## SECTION I.

1. What was the nature of the religion of the early Britons? When and how did it give place to Christianity?
2. Answer the following questions on *Alfred the Great*, or *Canute*: (*Alfred*). What circumstance inspired him with a love of study? What noble motives influenced him as a king? What enemies harassed the country during his time? Briefly describe the way in which Alfred dealt with them and state results? Name some of the reforms which he introduced? (*Canute*). Who was he? Of what cruel deeds was he guilty on his accession to the throne? Give a short account of his reign?
3. Name the early Norman kings and give a short account of the reign of one of them.

## SECTION II.

4. What rebellions disturbed the reign of Henry IV.? To what results did they lead?
5. What was the nature of Henry VII.'s title to the throne? Name five of the important events of his reign.
6. Name the sovereigns of the House of York, and state briefly what you know of the reign of one of them.

## SECTION III.

7. When and how did the following places become dependencies of the British Crown: *Gibraltar*, *Canada*, *India*, *Wales*?

8. What historical events are associated with the following places : *Bannockburn, Waterloo, Trafalgar, Crecy, Calais, Runnymede* ?

9. *Queen Victoria* : Whom did she succeed ? What relation was she to him ? Who was her father ? Name five of the great events of her reign ?

ENGLISH (GRADE II. MODEL SCHOOL.)

SECTION I.

1. Complete the stanzas in which any three of the following lines occur respectively. Name the poem and the author.

- (a) Earth has not anything to show more fair - - -
- (b) Forthwith a guard at every gun - -
- (c) By the gulf of Persia sail - - -
- (d) Clear, placid Leman ; thy contrasted lake - - -
- (e) Almighty framer of the skies - -
- (f) Life of life, thy lips enkindle - - -

SECTION II.

[Two questions to be answered from this section.]

2. Write a composition on "The Retreat from Moscow," or "Magna Charta."

3. Give the meaning of the following words, which occur in your reader :—*Magnificent, confident, irresistible, canopy, inexorable, catacombs, debris*. Compose three sentences each containing one of the foregoing words—if you select a noun, let it be the object of the sentence ; if an adjective let it qualify the subject.

4. Derive the following words, and form two others from each of the roots :—*Subterranean, aqueducts, contributes, radiate, adequate, tenacious*.

SECTION III.

5. Write in your own words the substance of the paragraph read twice by the deputy-examiner. The paragraph is to be taken from page 321, Sections 4 and 5, of the lesson on "Vienna," Gage's Fifth Reader.

DRAWING FROM 3.30 to 5.

1. While the pupils are engaged with their English as given above, the teacher may copy on the black-board either of the Egyptian ornaments in the Dominion Freehand Drawing Course, No. 3, which the pupils will afterwards sketch on drawing paper. No marks will be given to any figure which is not sketched in pencil or is not, at least, three inches in length.

FRENCH (GRADE II. MODEL.)

[Two questions from each section.]

SECTION I.

1. Translate into English :—*Avez-vous sommeil, monsieur ? Non, madame, j'ai faim, froid, honte et tort. Donnez-moi mon mouchoir,*

Catherine. Je ne l'ai pas. Va t'essuyer les mains, Baptiste. Parle plus bas, Michel. Jean, tu es bien ennyeux, aujourd'hui. Quelqu'un vous a-t-il rencontré hier ?

2. Something is wrong. There goes the bell. Forward, boys, the master calls us. Don't be long. Papa came home last night. He came by the cars. Go and get me the newspaper, Robert. Tell him to bring his slate, to-morrow.

3. Write in French a composition of short sentences about your school—five sentences will do.

#### SECTION II.

4. Gives three rules to form the plural of nouns in French, and as many examples.

5. What is the feminine of *bon, éternel, actif, faux, sec, tiers, léger* ?

6. Give the rules for forming the feminine and plural of adjectives in French.

#### SECTION III.

7. Write out the subjunctive present of *avoir* and *être*.

8. How do you make a verb interrogative ? Give an example by conjugating one tense of *avoir* interrogatively.

9. Write out the future of any verb of the first conjugation.

### LATIN (GRADE II. MODEL SCHOOL.)

#### SECTION I.

1. Translate :—*Incolæ Britanniaë sunt agricolæ. Dominus servos et equos habet. Magister argentum puero dat. Morbus tenero filio est molestus. Oppida regis firma erant. Mors est lex naturæ. Juno erat dea Romanorum. Græcia valles angustas habet.*

#### SECTION II.

(Two questions from each of the following sections.)

2. Parse the words in italic in the foregoing paragraph.

3. Decline :—*Lex, oppida, tenerus, dea.*

4. Decline :—*Vallis angusta* together.

#### SECTION III.

5. Give the principal parts of the verb *sum* and write out the future indicative and the past imperfect subjunctive.

6. Translate into Latin :—The boys have books. The pupils are sick. The diligence of the girl is pleasing to the mother. The leader of the Romans was warlike.

7. Give the comparative and superlative degrees of *molestus, pulcher, bonus, magnus, parvus.*

### ALGEBRA (GRADE II. MODEL SCHOOL.)

[Two questions to be answered from each Section.]

#### SECTION I.

1. What is meant by a *factor*, a *co-efficient*, a *power* ?

2. If  $a=1$ ,  $b=2$ ,  $c=3$ ,  $d=5$ ,  $e=8$ , find the numerical value of:—

$$\frac{9a+3d^2+e^2}{2c^2-4b^2}$$

3. If  $x=2$ ,  $y=3$ , and  $z=4$ , find the sum, difference, and product of  $63x - (7y + 4z)$  and  $8y + 5z - 3x$ .

## SECTION II.

4. Find the sum of  $x - 4a + b$ ,  $3x + 2b$ ,  $a - x - 5b$ .

5. State the rule for subtracting one expression from another and find the difference between  $2x^2 - 2ax + 3a^2$  and  $x^2 - ax + a^2$ .

6. Multiply (i)  $2x - y$  by  $2y + x$ . (ii)  $a^2 + 2ax - x^2$  by  $a^2 + 2ax + x^2$ .

## SECTION III.

7. Divide  $x^2 - 7x + 12$  by  $x - 3$ .

8. Divide  $x^{12} + x^6 - 2$  by  $x^4 + x^2 + 1$ .

9. Give the rule for dividing one power of a number by another power of the same number. Illustrate by means of an example.

## PHYSIOLOGY AND HYGIENE (FOR ALL GRADES, GRADE II. ACADEMY INCLUDED.)

Only one question is to be answered from each section by the pupils of Grades I. and II. Model School; but two questions by the pupils of other Grades.]

## SECTION. I.

1. Name several uses of the bones, and show why they are of different shapes. Show why a fall does not hurt a child so much as a grown person; also why pupils should not sit on high benches in school with their feet dangling.

2. What are muscles, and of what do they consist? What are their uses, and how may they be kept in a healthy condition?

3. Name some of the injurious effects which alcohol has upon the muscles and the nerves.

## SECTION II.

4. What is meant by digestion? Name the organs of digestion. What are the principal causes of dyspepsia? How may we avoid that disease?

5. What are the lungs? Describe their work. Show why garments about the waist, such as corsets and belts, should never be tight.

6. What is meant by ventilation? Specify some of the causes of bad air, and show how we should provide against them.

## SECTION III.

7. What is the brain? What is its work? Name its divisions, and point out the injurious effects of alcohol and of tobacco upon the nervous system generally.

8. Describe the liver and point out the effect of alcohol upon it.

9. Explain the following terms:—*Cutis, cuticle, mucous membrane, connective tissue, perspiratory glands, cerebrum.*

## BOOK-KEEPING (FOR ALL GRADES.)

[Only one question is to be answered from each section by the pupils of Grades I. and II. Model School ; but two questions from each section are to be selected by pupils of Grades I. and II. Academy.]

## SECTION I.

1. Arrange the following items in a cash account. Show the balance on hand :—

Jan. 1st, 1893. Cash on hand, \$600. 3rd. Bo't mdse. for cash, \$400. 5th. Received cash from Smith & Co. on acct., \$85. 8th. Sold mdse. for cash, \$150. 9th. Paid for sundry expenses, \$50. 11th. Received cash from S. Jones in payment of note, \$120. 12th. Paid cash to R. Depton, \$130. Borrowed from E. F. \$140. 15th. Paid R. Oake on acct., \$300.

2. Enter the following transactions directly into the Ledger :—

April 4th, 1893. Bo't of R. Owen goods, \$700.  
 " 9th, " Bo't of John Reid mdse., \$300.  
 " 20th, " Paid R. Owen on acct., \$400.  
 " 23rd, " Paid John Reid on acct., \$180.  
 " 26th, " Sold R. Owens 25 yds. cloth at \$1.25.  
 " 30th, " Gave John Reid \$100.

and find balance for new account in each case.

3. With the balance as found in question 1 and the transactions in question 2, find what balance for or against me on April 30th.

## SECTION II.

4. Explain the following commercial terms : invoice, acceptance, assignee, inventory, tariff, voucher, audit.

5. Write a receipt (1) for payment on account (2) in full of account ; also a specimen of a *promissory note* and of an *accepted draft*.

6. Explain the terms "debit" and "credit" in such a way as to show that you can make the proper entries in the Ledger. What is the Ledger? Give a specimen of a Ledger page.

## SECTION III.

7. What is the object of book-keeping? Name the books usually employed and the use of each.

8. Describe the steps you would take in closing a set of books?

9. Journalize the following Day-book entries :—

Began business with \$5,000.

Robt. Jones owes me \$350 on acct.

Hold note of F. D. for \$165.

I owe S.V. on acct. \$760.

Sold E. H. goods \$450 and received on acct. \$160 and his note for the balance, on which he allows a discount of \$2.25.

## GEOGRAPHY (GRADE III. MODEL, OR I. ACADEMY.)

[One question to be answered from Sections II. and III., and two from Section I.]

## SECTION I.

1. Name in order the chief peninsulas of North America describing the direction in which they extend?
2. Name the principal straits of North America and the seas which they respectively connect?
3. Describe: (1) the St. Lawrence; (2) the Mississippi, naming the principal tributaries of each?

## SECTION II.

4. Name the political divisions of South America and the capital of each.
5. Give the boundaries of the Argentine Republic; name its chief towns, and state for what the country is chiefly noted.
6. Name the chief towns in Brazil, Chili, and Peru, and give any important facts connected with each.

## SECTION III.

7. Draw a map of South America, tracing the principal rivers and mountain ranges and inserting the chief towns. (The map should be drawn in clear pencil outline to fill the quarter sheet of paper.)
8. Show by means of a diagram about two inches in diameter the position of the several zones of the earth. Mark the degree of latitude at which each zone begins?
9. How are latitude and longitude found from a map? How from a globe? Name any useful purpose served by knowing the latitude and longitude of a place? Give the latitude and longitude of the capital of the Dominion of Canada, and of any other city in it?

## ARITHMETIC.

(GRADE III. MODEL SCHOOL, OR GRADE I. ACADEMY.)

[Two questions to be answered from the first three Sections.]

## SECTION I.

1. A merchant sold 80 lbs. of tea from a box containing 250 lbs.; what per cent. of the box of tea did he sell?
2. A commission agent sold 96 barrels of flour at \$5.75 per barrel and charged for commission  $2\frac{1}{2}$  per cent; how much was his commission?
3. Find the interest on \$765 for  $4\frac{1}{2}$  years at 6 per cent.

## SECTION II.

4. What is the present worth of \$625, due nine months hence, at 6 per cent. per annum?
5. Find the square root of. (1) 3136 and (2) .895.
6. How many yards of carpet 27 inches wide will be required for a room 18 ft. long by 15 wide?

## SECTION III.

7. A tax of \$1,000 is to be raised in a school section. If the amount of taxable property is \$300,000, what will be the tax in the



dollar, and how much is Smith's tax if his property is valued at \$2,500?

8. How much will a creditor lose on a debt of \$3,768.50 if he receives only 75 cents in the dollar?

9. Define the terms: Premium, commission, square root, discount, dividend, quotient, factor, multiple, measure, unitary system.

#### SECTION IV.

(This Section may be taken instead of Section III.)

Write the answers only, and, detaching from the paper, pin the printed form to your other papers. All the questions are to be taken.

- (a) What is 5 per cent. of \$600. *Ans.*.....
- (b) What is the cost of 6,260 lbs. at \$25 per lb. *Ans.*.....
- (c) Reduce 2 lbs. to drams. *Ans.*.....
- (d) Find the sq. root of 625. *Ans.*.....
- (e) Multiply 5 ft. 6 in. by 12. *Ans.*.....
- (f) Find L.C.M. of 4, 6, 8, 12. *Ans.*.....
- (g) Find G.C.M. of 55 and 100. *Ans.*.....
- (h) Multiply 6489 by 210. *Ans.*.....
- (i) What per cent. is 5 of 50. *Ans.*.....
- (j) Deduct 10 per cent. from \$365. *Ans.*.....

#### CANADIAN HISTORY (GRADE III. MODEL SCHOOL, OR I. ACADEMY.)

[Two questions to be answered from each Section.]

##### SECTION I.

1. In what way are each of the following persons associated with the history of Canada: La Salle, Pontiac, de Levis, Lord Elgin.

2. Explain the causes and state the results of *two* of the following battles: *Lundy's Lane, Queenston Heights, Plains of Abraham, Fort William Henry.*

3. State briefly the causes which led to the co-existence of the French and English races in Canada. What results followed from their rivalry? And how was the difficulty finally settled?

##### SECTION II.

4. What were the causes, chief events and results of any one of the following wars in connection with Canadian history: *The American Revolution, The War of 1812, The Rebellion of Riel?*

5. Give a short account of the early explorations and discoveries of Canada.

6. What do you know of any two of the following events: *Founding of Montreal, of Quebec, Battle of the Chesapeake, Aroostook War, The Constitutional Act?*

##### SECTION III.

7. What is meant by the British North America Act? Give a summary of its provisions?

8. Explain the following terms: *Responsible Government, Rebellion Losses Bill, Clergy Reserves, Seigniorial Tenure, Family Compact, Revenue Tariff, Protective Tariff.*

9. State in order the several steps to be taken in enacting a Dominion law.

## ENGLISH GRAMMAR (GRADE III. MODEL SCHOOL, OR GRADE I. ACADEMY.)

[The answers must be written on the regulation size of paper (quarter-sheet foolscap, fastened at the upper left-hand corner). Each answer, as far as possible, should begin on a new sheet. A margin should be kept on each page. Write only on one side of the paper. Write neatly.]

[Two questions to be answered from each Section.]

## SECTION I.

1. Name the different kinds of sentences and give an example of each ?

2. Analyze the following sentence, that is, divide it (1) into clauses, stating the kind of clause it is, and (2) the parts of each clause :—

*How happy is he born and taught  
That serveth not another's will.*

3. Parse the words in italics.

## SECTION II.

4. When is a verb in the active voice ? When in the passive ? What kind of verbs have no passive voice ? Why ?

5. What is meant by *Mood* ? Name the several moods which verbs usually have, and state the use of each ?

6. Give the past tense and past participle of the following verbs : Begin, bleed, eat, wring, lie, heave, sit, shear ?

## SECTION III.

7. How would you classify or deal with the words *underlined* in the following sentences : He laughs *at* me. I pray *for* you. They took him *in*. Come *on* Macbeth !

8. What part of speech is *but* in each of the following : I have *but* one. They were all present *but* me. There is no one *but* will say so.

9. Parse the words in italics in the following : *Me* thought I saw my late espoused saint. Woe *worth* the chase. Tears such *as* angels weep. *Bang* went the door ?

## ENGLISH (GRADE III. MODEL SCHOOL, OR I. ACADEMY.)

[Two questions to be answered from each of the Sections I. and II.]

## SECTION I.

1. Put the following lines into *prose* form :—

The service past, around the pious man  
With ready zeal each honest rustic ran,  
E'en children followed, with endearing wile,  
And plucked his gown, to share the good man's smile.

2. Write out the context of the following lines and underline the subjects :—

(1) As some tall cliff that lifts its awful form.

(2) Near yonder copse, where once the garden smiled.

3. To each of the following lines add the line which rhymes with it and analyse any two of them :—

- (a) Along the lawn, where scattered hamlets rose
- (b) Ill fares the land, to hastening ills a prey,
- (c) No more thy glassy brook reflects the day,
- (d) Thus to relieve the wretched was his pride.

#### SECTION II.

4. Give the meaning and derivation of each of the following words and quote the line in which it occurs:—*Responsive, fluctuate, mistrustless, transitory, contiguous.*

5. Make a neat composition in your own words of the thought in the following passage :—

Do thine, sweet Auburn ! thine the loveliest train,  
Do thy fair tribes participate her pain ?  
E'en now, perhaps, by cold and hunger led,  
At proud men's doors they ask a little bread.

6. Give a short account of Oliver Goldsmith from the following heads:—Place and date of birth ; early education ; his habits ; his travels ; his mode of supporting himself ; his chief acquaintances in London ; his works.

#### SECTION III.

7. Write in your own words the substance of the paragraph read twice by the deputy-examiner. (The paragraph to be the same as in Grade II. Model, page 321 Gage's Fifth Reader.)

#### DRAWING FROM 3.30 TO 5.

While the pupils are engaged with their English as above, the teacher may draw on the black-board the figures on pages 1 and 2 of the Dominion Drawing Course No. 4, which the pupils will afterwards sketch on drawing paper. No marks will be given for any figure which is not at least four inches in length.

#### FRENCH (GRADE III. MODEL SCHOOL, OR I. ACADEMY.)

[Only two questions to be answered from each section.]

#### SECTION I.

1. Translate :—*L'Espagnol est obligé de céder le cheval. Sur terre toute chose à sa part de soleil. Le petit ressent vivement l'insulte ; il recule de quelques pas, prend son élan et précipite son ennemi dans l'eau à vingt pieds au-dessous du sol. Je sais entrer dans les affaires. Tant pis pour vous. Il faut vous faire remonter comme moi. Si cela vous fait plaisir, prenez ma vache pour votre cheval. Jean est au comble de la joie et ce fait claquer la langue*

dans la bouche. D'accord. Du reste, la beauté ne lui importe pas tant. Des pièces de bois qui avaient l'air devenir de loin.

2. Translate :—It was in Holland, on a fine winter day. The whole population of the small town of B. was assembled on the ice to celebrate a great feast. Some were skating, others were sliding, and under the tents erected on the shore, the young people were dancing to the sound of music, whilst the old people were looking on and quietly conversing. The entire day had passed thus and when the moon rose, joy was at its height.

3. Relate in French, briefly, the story of Volney Beckner.

## SECTION II.

4. Give all the pronouns of the third person.

5. What conditions are required in the use of *dont*?

6. Frame three sentences in which *mon*, *ton* and *son* are used instead of *ma*, *ta* and *sa*.

## SECTION III.

7. Give in full the present subjunctive of *donner*, *punir* and *rendre*.

8. Give the imperative of *avoir*, *être*, *recevoir* and *aimer*.

9. Write out the imperfect subjunctive of *finir*, *donner* and *vendre*.

## LATIN (GRADE III. MODEL SCHOOL, OR GRADE I. ACADEMY.)

[Only one question to be answered from the first section; two from each of the others.]

1. Translate :—Omne initium est difficile. Rex cives *fideles* habet. Manipulus erat tricesima pars legionis Romanæ. *Hi montes altissimi* sunt. Non omnibus hominibus eadem *prosunt*. Si virtutem *amabitis*, omnes boni vos amabunt. Cæsar sibi amicos parare *potest*. Audacter *pugnavit* et amicum fortiter defendit. Hannibal magnum exercitum in *Italiam* ducet. Rex *servo* longum gladium dat.

2. Translate :—Dum in oppido ambulant *domini*, servi laborant in agro. Libri *magistri* discipulis sunt grati. In Britannia sunt oppida multa et *magna*. Inimicus gladio *nautæ* vulneratur. *Pæta* pugnas et victorias virorum clarorum *cantavit*. Si oppidum tennerimus, *merebimur*. Nomen et imaginem amici semper in memoria habebat. Victoriâ debemus *turribus* nostris valadis. Obsides Hispanorum benigne tractavit et libertate donavit. *Vere avium* carmina audimus.

## SECTION II.

3. Parse the words in italics in the extract which you have selected for translation.

4. Decline the following words :—*Opus*, *hic*, *tu*, *unus*.

5. Give the principal parts of *moneo* and *rego*, and write out the present subjunctive passive of either.

### SECTION III.

6. Give the several ways in which the comparative and superlative degrees are formed, and give an example of each.

7. Give the principal parts of each of the following verbs and indicate or state to which conjugation each belongs:—*Duco, laudo, punio, finio, habeo, porto, lego, amo, mereo, ædifico*.

Make a list of the adjectives which have *ius* in the genitive singular and *i* in the dative. Decline in full one of them.

### Correspondence, etc.

To the Editor of the EDUCATIONAL RECORD :

DEAR SIR,—I think it would be acceptable to your readers and the many friends and admirers of Sir William Dawson, if you would give the history of his resignation in the documents and reports bearing on the subject, and which I herewith send to you as taken from reliable sources.

Yours truly,

June 28th, 1893.

ONE OF THESE ADMIRERS.

The following is the text of Sir William Dawson's communication to the Corporation of McGill University in connection with his resignation:—

“Gentlemen,—It has become my painful duty to-day to tender to you my resignation of the offices of Principal and Professor of Geology and Natural History, which I have held for thirty-six years; this resignation to take effect at the end of the present educational year in July, or at any earlier date that may be convenient to the Board.

“Referring to my letter of March last to the Chancellor, I have since that time used every means in my power towards the restoration of health, and have consulted my medical advisers, to whom, and especially to Drs. Craik, Stewart and Blackader, I am under the deepest obligation for their unremitting care and kindness. The result is, and this coincides with my own impressions, that at my advanced age and in consideration of the symptoms still remaining as consequences of my recent illness, I cannot hope for such restoration to health as would render it safe to myself or expedient in the interests of the University that I should resume my official work.

“I beg to assure the Board that I have arrived at this conclusion with extreme regret, and am resigned to it only by the belief that it is the will of God, and that we may hope that it will tend to the best interests of the University in the future. Even in the most favorable circumstances I could hold the reins of government only for a short time and but feebly, while the present enlarged and advancing condition of our affairs requires a strong and firm hand and watchful guidance.

“ I need not say that I shall have much pleasure in doing anything in my power to strengthen the hands of my successor, and to promote the interests of the University in an unofficial way. I shall also be glad to retain some connection with the University as Emeritus Principal and Professor, and, if desired by the Board, as a Governor's Fellow. In these relations I shall at all times be at the service of the Board for any aid which it may be in my power to render, without interference with the rights or duties of others.

“ I am, however, very desirous to devote as much as possible of my remaining time and strength to the preparation, arrangement, and description of the collections which I have placed in the Peter Redpath museum, with a view to increasing their scientific and educational value, and of completing my own life-work in Canadian geology. I have been prevented hitherto from attaining these ends by the pressure of other duties. For this reason I desire to retain the position of an honorary curator, stipulated for when I presented the collections, and to have the temporary use of a room in the museum for the prosecution of the work.

“ Since my return I have, with the aid of the Vice-Principal and the acting secretary, been endeavouring to finish what remains of the work of last session, and of preparation for the next. This, I hope, will be complete before the June meeting of the Board, and, in the meantime, I would ask the Board to authorize one of its members to act in regard to what remains to be done in vacating my office and college residence.

“ I have further to tender to the members of the Board my most sincere thanks for the interest they have ever manifested in my work, and for their kindness to myself and Lady Dawson, more especially in our recent illness, and also to the Vice-Principal and the Deans and Professors of the several faculties for the readiness and efficiency with which they have discharged extra duties imposed upon them by my absence.

“ In conclusion, while profoundly grateful for the measure of success which has attended my administration of the affairs of the University, and especially for the absence of those disorders which have marred the success of so many colleges, I would not wish that my educational views and aspirations should be measured by our present attainments. The ultimate objects to be secured by combining all the elements of success presented by our time and country, have been steadily kept in view from the first, and have been presented in many forms to our friends and to the public. Much has been attained, but much still remains to be accomplished, more especially with reference to the purely educational or academical faculty, which in the present state of Canadian society demands, more than any other, generous support. Means for this have, hitherto, been deficient, and much precious time and energy has been wasted in the inevitable struggle to maintain the ground already gained. It has

been my earnest prayer that I might be permitted to carry out, in the case of McGill, my ideal of a complete and symmetrical university, suited to this country, and particularly to the English population of this province. It has pleased God to deny me this satisfaction, but I entertain the firm belief that good foundations have been laid, which will not be disturbed, but will be built on and carried to full completion by the energy, care, and judgment of my immediate successors. I remain, with sincere respect and good wishes, your obedient servant,—J. W. DAWSON.”

The following is the letter of the Chancellor, Sir Donald A. Smith, informing Sir William Dawson of the acceptance of his resignation, with the resolutions of the Corporation:—

“MY DEAR SIR WILLIAM,—While we all deeply regret the necessity for your leaving your long life work in the university, we wish you to feel assured that we are actuated in every way by a desire to do that which may be most in the interest of your own health and altogether acceptable to you and Lady Dawson.

“It is therefore my duty, on behalf of my colleagues of the Board and myself, to hand you the enclosed resolutions come to, after considering your letter of resignation of the 26th ultimo, and in doing so let me assure you that you have, and shall always retain the warmest regard of every member of the governing body with whom you have so long co-operated, and the relations between whom and yourself have throughout been of the most cordial nature.

“With much esteem and every good wish for Lady Dawson and yourself, believe me very sincerely yours,  
DONALD A. SMITH,  
*Chancellor.*

“Sir William Dawson, C.M.G., LL.D., etc., McGill College, Montreal.”

THE RESOLUTION:—“Having given their most careful consideration to this communication, the Board, while contemplating with extreme regret the severance of the relations which have subsisted for the long period of thirty-six years between the governing body and the honored Principal of the university, are of opinion that the reasons given by Sir William Dawson for tendering his resignation, viz., the impaired state of his health and the injunction consequently laid on him by his medical advisers, that he must in justice to himself relinquish the duties of his position of principal and professor, leave them no alternative but to accept his resignation of those important offices, as at the end of the current educational year.

“It is, therefore, resolved that the resignation of Sir John William Dawson, C.M.G., LL.D., be and is hereby accepted, to take effect on the 31st July, 1893.

“While deeming it wholly unnecessary to enlarge on the value of the eminent services rendered to McGill University by the Principal, services recognized and appreciated, not alone by every one connected

with the university, but by the whole body of Canadians, the Board desire to record their sense of the deep and lasting obligation under which the university lies to one who, from very small beginnings, has done so much to raise it to its present gratifying standing among the schools of learning.

“The Board have very great pleasure in appointing, and do hereby appoint, Sir William Dawson emeritus principal and professor and governors’ fellow, as well as honorary curator of the Peter Redpath museum, and direct that a room in the museum building be set aside for his use so long as he may desire to occupy it.

“The Board trust that Sir William Dawson may be spared yet many years to pursue those valuable researches in natural science, to which he has specially and with so great success devoted much of his life, and it is their earnest hope that he and Lady Dawson may have a long enjoyment of health and happiness.”

—Sir Donald A. Smith lately said in connection with this event: “Need I say that there is no foundation whatever for the charge that the Governors acted precipitately in accepting Sir William’s resignation? So far from doing so, we adjourned the first meeting at which the resignation came before us, met a week later, and again considered the matter. The Governors had no option whatever. Sir William’s physicians told him distinctly that to continue to do the work of the principalship would be at the imminent risk of his life. It was acting upon what was really an injunction of the physicians that Sir William resigned. The Governors knew this. We were anxious to meet the wishes of Sir William and Lady Dawson in every possible way. That disposition of the Governors was stated by me in the note I sent to Sir William. It was with the deepest regret we found that Sir William could not continue to fill the position in which he had earned such honor and esteem. In accepting his resignation, the Governors were carrying out his firmly expressed wish, but it was with deep sorrow that the state of Sir William’s health rendered such resignation necessary. I may say that Sir William and the Governors acted together in the greatest harmony. If there are any differences, I do not know them.”

—Mr. George Hague, a member of the Board of Governors has also said it was all nonsense to talk about undue haste on the part of the Governors in accepting Sir William’s resignation. Before the Principal went away for his health he had intimated to the Governors that, feeling the weight of years, it might be desirable for them to entertain the question of a successor before long, and when he returned, finding that, though somewhat improved, his normal strength and vigour were not likely to be restored, and that the doctors had recommended his retiring from the Principalship, he sent a formal letter of resignation to the Governors. The latter had no alternative. They had to accept a resignation which Sir William himself had led them to expect for some time past might be offered



them. The talk about differences between the Governors and Sir William, and haste on the part of the Board, was quite foundationless.

Mr. J. H. R. Molson, another Governor, has also deprecated the discussion which had taken place about this matter. It was distressing to all parties. Some ill-natured person had started the nonsense that the Governors had acted hastily in accepting Sir William's resignation and others had kept it up. Best to let the matter drop. Sir William's resignation was a possibility which the Governors had to face for some time past. Upon his return, when the doctors told him that he could not continue to occupy himself with the heavy cares of the University, Sir William was pleased with the thought that now he could devote himself to his favorite literary pursuits for his remaining years.

*To the Editor of THE SCHOOL JOURNAL*:—Among the changes so strikingly effected in our public schools, through a more modern curriculum, nothing would probably force itself so impressively upon a casual visitor as the attempt on the part of the child to express, not simply by words, but with illustrations, the thoughts he wishes to place upon paper.

One had only to visit the "Brookline Exhibit," to see this idea carried out through every grade of work from the kindergarten to the high school, and to have any question as to its value as an educational factor silently but potently answered.

To those who were not permitted to examine the work of the "Exhibit" and who have not as yet adopted any methodical course in this branch of school-work, this paper has by request been written, with the hope that others may be stirred to thought and action and derive profit from our knowledge born of experience. That a better understanding of the subject may be obtained, papers prepared by the pupils on various subjects and representing different school grades will accompany this article. Among the first questions to be answered is,—How is all this work to be brought about? Now as a result of these changes referred to, it has come about, and naturally enough, that the "Course in Drawing" now fails to meet satisfactorily the new and changed condition of things, and we realize that

"Time makes ancient good uncouth."

Until recently drawing has been taught as a "thing apart," and seldom outside the regular class exercise, or the drawing book, have any of the principles taught been applied?

A lesson taught by the Brookline exhibition is that the fundamental principles which underlie all drawing should be taught in their elementary stages to the lowest classes in the schools, and the knowledge obtained at once, and constantly, applied by the child to the objects by which he is surrounded. Like writing, drawing should be made practically useful to every child. "He may make a very crude drawing, but if he sees clearly and makes you see what he saw, the true art quality is his."

Let us suppose a class is studying a poem, in which allusion is made to the trees, the rocks, the sky. You ask the class to portray to you the mental picture that comes up before them after reading the lines. You ask if any ever saw a picture like it. All have. Who can draw a tree? A number volunteer and one is allowed to try. A few criticisms, and a "telling stroke," here and there, by the teacher and a tree is drawn; then a rock in the same manner. Follow this with a talk about a "horizon line" and a few general suggestions about position, distance, etc., and send the pupils home at the close of the day to "look up" in the magazines and books at their disposal pictures containing the features needed in the picture. In a few days ask for the results, and many a teacher will find, as who has not, "The child is father of the man." A few more individual criticisms and the child is allowed to illustrate his poem and what is still better take it home to his mother. Many a boy has been spurred on to do better for mother's sake, what his own indolence would not encourage.

The illustrations in children's school books will not only assist but develop an artistic taste in the pupils.

The rapidly growing custom of inserting outline illustrations in the columns of the daily paper gives positive proof of the value of illustration as a means of emphasis.

To those who would claim a lack of time as a formidable barrier to the carrying out of such work, I would say, good teaching consists in quality not quantity. With a teacher competent to utilize crayons and blackboards in illustrating other studies, ample time can be saved for the extra instruction necessary to fit the child for the task required. Says Fitch: "No amount of care, inventiveness, and forethought, which you are able to devote to illustrations will be wasted.

What has the child gained, do you ask?

"The brain through the five channels of the senses receives impressions which result in knowledge; therefore, that education is alone complete which results in the most complete development of all its powers,—the powers of production as well as absorption."

The value of drawing as a mental discipline I believe to be not inferior to that of any of the other studies. Drawing may well be called the universal language. It gives cunning to the hand, teaches the child to observe, to express, and increases the power of the eye.

It teaches him to look upon any work as the expression of the thought of the maker. Not more potent than the chisel is the pen as an expresser of thought.

Above all, it gives to the poem studied a deeper meaning. Whatever, then, helps to fix these things in our minds, and to recall them in after life is eminently useful.

RUTH E. LANDER.

[There is a valuable suggestion in the above letter which we would like to see followed up by our own elementary teachers in the Province of Quebec.]

### Books Received and Reviewed.

The last number of *Past and Present*, the magazine of the Berthier Grammar School, is bright and sparkling, full of all that will make the old boys and the new boys enjoy it to their hearts' content. The school that can produce such a periodical is well within the circle of permanent popularity. *The Annual Report* of the Superintendent of Public Instruction of the City of Brooklyn marks in clear outline the progress that has been made in the schools and is continuing to be made. Mr. Maxwell is well known as an efficient officer. *The Annual Announcement* of the Montreal High School is to hand, and can be procured by application to the Rector, Rev. E. I. Rexford, B.A. *The Scots' Magazine* of Glasgow has changed editors, the Rev. Dr. Tulloch having retired after a period of faithful service to his publishers. *Education*, the most advanced of our educational periodicals, has an excellent series of articles in the issue of last month on the Modern School, University Degrees, Woman's Work for Woman, University Extension and kindred subjects full of interest and instruction to the teacher. *Ginn & Company's Catalogue* for 1893 ought to be sent for by every teacher, as it will give him an insight into the progress made in preparing the best text-books to be had. *The Canadian Magazine* has an excellent table of contents for last month; every teacher should read the article on "Education vs. Cram." *The Annual Report* of the Superintendent of Education of Nova Scotia has been received, as also the Report of Dr. Inch, of New Brunswick. These provinces are evidently holding their own in educational advancement.

CLASSICS FOR CHILDREN, issued by the Messrs. Ginn, of Boston, is a series we have commended before. Two additional volumes have lately been added to the series—Faucillon's *Gods and Heroes; or, the Kingdom of Jupiter*, and *Marcus Aurelius*, edited by Mr. Edwin Ginn. Both of these books should find a place in the school library.

JANSON'S QUEST, by Dr. D. O. S. Lowell, of the Roxbury Latin School, illustrated by C.W. Reed, and published by Messrs. Leach, Shewell & Sanborn, Boston. This is an excellent little work for the young folks, and may also take rank as a classic for children, giving the curious story of the first ship that ever crossed the seas. The story is told in a way to please everyone who reads it, while the illustrations are really very good.

THE MEMORY-MAP ATLAS, issued by the Messrs. G. W. Bacon & Co., 116 Strand, London, is a new idea which teachers will certainly appreciate. The outlines are bold, and the coast-lines clear and well defined. We would like to see a few maps in the book on the Canadian provinces. For map-drawing no better book could well be designed.

FIFTY LESSONS ON WOOD WORKING, by Arthur A. Upham, of the Winconsin Normal School, and published by Messrs. Kellogg & Co.,

New York. The course presented is the result of much thought, study and practice, embodying both his own and others' experience in teaching, and has been used by him successfully. First there are directions how to use the most common tools, such as the try-square, gauge, hammer, saw, plane, bit, chisel, etc. Next are described operations, on wood; then the construction of joints, dovetails, etc., is treated; then the miterbox, picture frames, screens, shoe-blackening stool, etc., the book closing with a valuable chapter on the selection, use, and care of tools. The strong features of the book are its brevity, simplicity, and clear treatment of just those points that the young student of manual training will need to learn. It is liberally illustrated.

### **Official Department.**

DEPARTMENT OF PUBLIC INSTRUCTION,  
QUEBEC, 26th May, 1893.

On which day the quarterly meeting of the Protestant Committee of the Council of Public Instruction was held.

Present: R. W. Heneker, Esq., D.C.L., LL.D., in the chair; George L. Masten, Esq.; the Reverend W. I. Shaw, LL.D.; A. Cameron, Esq., M.D.; Professor A. W. Kneeland, M.A.; the Reverend A. T. Love, M.A.; the Right Reverend A. H. Dunn, D.D.; the Very Reverend Dean Norman, D.D.; the Reverend Dr. Cornish; E. J. Hemming, Esq., Q.C., D.C.L.; the Reverend Elson I. Rexford, B.A.; and S. P. Robins, Esq., LL.D.

The Venerable Archdeacon Lindsay, Sir William Dawson, and Samuel Finley, Esq., sent regrets because of their absence.

The minutes of the last meeting were read and confirmed.

2. The Secretary submitted a letter from Miss Jeanie F. Baillie, asking for exemptions on the ground of University standing and extra-provincial certificate.

Moved by Dr. Hemming, seconded by Dr. Robins, and resolved: "That this Committee regrets that, under existing regulations, they are unable to grant the request of Miss J. F. Baillie."

3. From Mr. H. M. Tory, Secretary of the A. A. Board of Examiners, transmitting resolutions of the Board.

The resolutions, which read as follows, were approved by the Committee:—

(1) A candidate who has failed to pass the Advanced A. A. Examination shall be required to pay a fee of \$5 for every subsequent Advanced A. A. Examination at which he may present himself.

(2) That Regulation 2, page 3, of Regulations for University School Examinations, be amended by the substitution of 1000 for 1100.

(3) That Regulations 3 and 4 be amended by the substitution of 40 per cent. for 34 per cent.

(4) That Regulation 8 be amended by substituting for the words "At the next examination" the words "At any future time," thus removing the time limit.

4. It was agreed to request Professor Crockett, Professor Macadam, Inspectors Taylor and Parker, and Reverend T. Z. Lefebvre, to assist Dr. Harper in the examination of the superior school papers.

5. The Reverend James Hepburn and the Reverend Mr. Wilson were appointed to act as deputy examiners in Richmond and Aylmer respectively, for the Central Board.

6. Professor Kneeland then introduced the following motion which he had moved, seconded by the Reverend Dr. Shaw, at the meeting in November last: "That hereafter, in making grants to all institutions entitled to share in the moneys available for the encouragement of superior education, the work and needs of such institutions be made the basis for determining said grants, due respect being paid to all existing legal rights."

After a short discussion it was moved in amendment by the Reverend Dr. Cornish, seconded by Dr. Shaw, and resolved: "That the motion of Professor Kneeland be laid upon the table until the September meeting, and that a sub-committee of enquiry, consisting of the Chairman, Sir William Dawson, Dr. Hemming, Dr. Shaw, Reverend Mr. Rexford, Reverend Mr. Love, and Professor Kneeland, be appointed to examine and report upon all matters or questions connected with the said motion, and that the above sub-committee be authorized to print their report for confidential distribution among members of this Committee."

7. Moved by Dr. Robins, seconded by the Reverend Mr. Rexford, that the printed report on the Recommendations of the Inspector of Superior Schools be received and considered clause by clause.

Moved in amendment by Dr. Hemming, seconded by Dean Norman, "that the report of the sub-committee on Recommendations of the Inspector of Superior Schools do lie on the table until the next session, when the question of grants will come up."

The amendment on being put was lost, and the main motion was carried.

After discussion the following clause was adopted by the Committee, the others being withdrawn by the sub-committee:—

2nd. "That three prizes be offered for competition among the Superior Schools of this Province for the school premises most neatly maintained: a first prize of one hundred dollars, a second of fifty dollars, and a third of twenty-five dollars; adjudication to be made by the Inspector of Superior Schools, and the amount of the prize, when awarded, to be paid to the commissioners under whose control the successful school is maintained; the first competition to be held

in 1895, and no school obtaining a prize to be allowed to compete again within three years, and then only on condition that the school premises have been properly maintained in the interval."

8. The inspector of Superior Schools then read his interim report.

Moved by the Reverend Elson I. Rexford, seconded by G. L. Masten, Esq., and resolved: "That the report of the Inspector of Superior Schools be received and that the grants to Sutton Model School and Kinnear's Mills Model School be referred to the sub-committee on grants at the distribution in September next."

9. Reports of sub-committees.

1. On Professional Training was received and the following clauses were adopted:

(a). Your sub-committee recommends that only professionally trained teachers be in charge of any department of a school subsidized and controlled by the Protestant Committee of the Council of Public Instruction.

(b). That such professionally trained teachers be (a) those having taken the full course at the McGill Normal School, and (b) those holding first class diplomas under existing regulations.

These clauses are not to be interpreted prejudicially to teachers now engaged in such schools during their present engagements.

(c). That three Institutes be held this summer, one each at Lennoxville, Cowansville and Inverness.

That the Reverend Mr. Rexford, Dr. Harper and Inspector Taylor conduct the one at Cowansville, Mr. Parmelee and Inspector Hewton the one at Lennoxville, and Professor Kneeland and Inspector Parker the one at Inverness;

That they be held for the period of one week each.

That fifty per cent. be the minimum of marks demanded for each subject in the written examinations.

That a syllabus of work to be taken up be published each year at least three months before the date of the Institutes, and that a course of professional reading be prescribed for all candidates for a first class diploma under regulation 37.

(d) It is recommended that all candidates for an academy diploma follow a course of professional training provided by this Committee.

2. On salaries.

QUEBEC, 25th May, 1893.

The sub-committee appointed to wait on the Government in relation to the salary of the English Clerk in the Department, Mr. Paxman, and also on the subject of the increase to the salaries of Mr. McOuat and Mr. Parker, inspectors of elementary schools, waited on the Premier at eleven o'clock a.m. this day.

There were present, besides Mr. R. W. Heneker, Chairman, the Reverend Dr. Shaw, the Very Reverend the Dean of Quebec, the Reverend E. I. Rexford, the Reverend A. T. Love, and Mr. G. W. Parmelee, Secretary of the Department.

After a full explanation of the state and condition of each of the above cases, the Premier expressed himself as willing to do what was possible under the existing condition of the Provincial finances. He desired in every department of the Public Service to have a sufficient number of efficient officers, who could not be secured without fair remuneration for their services. He asked for an exact statement of the grounds taken by the sub-committee in both of the above cases, and he stated emphatically that justice ought to be done to deserving officers.

The Chairman, Dr. Heneker, also brought to his attention the question of making the Inspector of Superior Schools a Government officer with a sufficient salary. He explained that this matter was brought to the notice of the late Premier when the subject of the Ways and Means of the Protestant Committee was being discussed. Dr. Heneker did not press for a solution of this important question at once, but he was afraid it might be lost sight of, and yet it was of paramount importance to the welfare of the schools and the legitimate demands of this country.

It was agreed to await the return of the Honorable J. S. Hall, from England, before discussing the details of this measure.

The whole respectfully submitted on behalf of the sub-committee.

(Signed) R. W. HENEKER, *Chairman.*

Moved by the Reverend E. I. Rexford, seconded by Dr. Kneeland and resolved: "That the report of the sub-committee be received, and the sub-committee continued, with instructions to continue their efforts to secure the rectification of the salaries of Messrs. Paxman, McOuat and Parker."

3. On Technical Education was read, received and ordered to be printed.

4. On Course of Study.

QUEBEC, 26th May, 1893.

Your sub-committee begs to report (1) that they have carefully considered the various representations received from teachers and others concerning the Course of Study for Superior Schools; (2) that they find that Algebra, Geometry and Latin are rendered compulsory for those pupils who are looking forward to Teachers' diplomas, A. A. Certificates or matriculation examinations by the requirements prescribed for these examinations; (3) that any action taken by this committee will affect, chiefly, those pupils who attend for irregular or short periods; (4) that your sub-committee recommends that Regulation 74 be amended to read as follows:—

74. "In these written examinations pupils shall be considered as having passed in their respective grades provided they pass in Writing, Spelling, Arithmetic, English, Geography, History, Scripture, French, Physiology and Hygiene, and Drawing, and also in at least two of the remaining subjects of their respective grades."

The practical effect of this modification is (1) to make English compulsory in all grades, and (2) to allow the pupils to take as a minimum any two of the following four subjects: Book-keeping, Algebra, Geometry and Latin.

Respectfully submitted on behalf of the sub-committee,

(Signed) ELSON I. REXFORD, *Convener.*

The report as read was adopted.

5. On text-books.

Merrill's "Word and Exercise Book" has been submitted for authorization. In its present form the committee cannot recommend it, but, recognizing the superior character of the book in many respects, the committee will ask for certain modifications, and if these are made will be prepared to recommend its authorization.

Part 2 of the Progressive French Reader, already authorized, and completing the alternative French Course for the A. A. Examinations, should be formally placed on the list of authorized text-books.

Brand's Lessons on the Human Body has been submitted, but too late to allow the committee to give an opinion to-day.

(Signed) A. W. KNEELAND.  
G. L. MASTEN.  
E. I. REXFORD.

On motion of Professor Kneeland, seconded by the Reverend A. T. Love, the report was received and adopted.

6. On Bible study in schools.

The sub-committee on Bible study in schools reported progress to the effect that they had the matter referred to them under their careful consideration; and that they were unanimously of the opinion that New Testament History, in so far as it sets forth the facts of Our Lord's Life and History, should be introduced into all grades of schools, and systematically studied from the beginning of each course. As the preparation of a suitable and complete schedule of lessons requires much time and care, the sub-committee asked leave to report progress and to be further continued, in order to complete the same.

The report was received and the sub-committee continued.

The Secretary submitted the following financial statement of the Protestant Committee, which was received, examined and found correct.

May 26th, 1893.

FINANCIAL STATEMENT OF THE PROTESTANT COMMITTEE OF THE  
COUNCIL OF PUBLIC INSTRUCTION.

*Superior Education Fund.*

1893

RECEIPTS.

March 3.	Bank Balance . . . . .	\$3523 78
	Balance due from Contingencies . . .	1228 16
		————— \$4751 94



EXPENDITURE—*Nil.*

May 26.	Balance . . . . .	\$4751 94
	Contingent Fund . . . . .	
	Receipts— <i>Nil</i> . . . . .	
	Overdrawn to balance . . . . .	\$1228 16

## EXPENDITURE.

March 3.	Overdrawn to date . . . . .	\$1040 66
March 7.	Salary of Secretary . . . . .	62 50
	Salary of Inspector of Superior Schools . . . . .	125 00
		<hr/>
		\$1228 16
	Bank balance, March 3, 1893 . . . . .	\$3523 78
	Less amount drawn since . . . . .	187 50
		<hr/>
	Bank balance, May 26, 1893 . . . . .	<u>\$3336 28</u>

R. W. HENEKER.

N.B.—Furniture in Inspector's office on hand.

Dr. Hemming gave notice of the following motion:—

“I hereby give notice that when the question of grants comes up for discussion before this Committee I will move as follows”:—That a representative sub-committee be named to take into consideration the whole question of grants by this committee in aid of Superior Education, more particularly with reference to:—1. The principle that should govern this Committee in awarding such grants so as to promote the general diffusion of superior education, and to that end whether it is desirable that the grant should be awarded solely to those having control of such institutions or to the teachers therein or to deserving scholars in the shape of scholarships or bursaries, or to all three combined.

2. “The conditions on which such grants should be made, such as the permanency of the institution benefited, its location, buildings, organization and curriculum. See Arts. 446, 449, 475.

3. “The means to be adopted to ensure that the grants shall be applied in accordance with the intention of this Committee. Art. 447.

4. “The distribution of the same as between the different grades of superior institutions. Arts. 443 and 444.

5. “Whether such grants should be continued when any institution shall have become self-supporting; and generally such other matters in connection therewith as the committee may consider desirable, and to report to this Committee at its next session.”

There being no further business the Committee adjourned to meet on the third Friday in September next, or earlier, on the call of the Chairman.

G. W. PARMELEE,  
*Secretary.*

THE  
EDUCATIONAL RECORD  
OF THE  
PROVINCE OF QUEBEC.

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Nos. 8 & 9. AUGUST AND SEPTEMBER, 1893. VOL. XIII.

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**Articles : Original and Selected.**

SUPERIORITY OF RANK.

The number of teachers in our province who are anxious to attain the highest rank as instructors is on the increase, and the following hints may be of service to them in their efforts to obtain the requisite certificate of the inspector. In this connection it must be borne in mind that a successful teacher is not one who can show excellent results during one of the visits of the inspector. There must be a record of success preceding the inspector's final decision, and this record of success can only be made perhaps after an experience in several communities. The following hints drawn up by a practical teacher may therefore be of service while the teacher is making his or her record. They are as follows :—

*Professional Knowledge.*—This is to be distinguished from his accumulation of general knowledge. It is his knowledge of man as a being capable of growth; of man as able to go on from one stage of progress to another, under certain conditions. He will have a clear knowledge of the evolution of the human race and the causes of that evolution in general. He will have read and studied up specifically the views of writers who have treated this subject; he will have a library of pedagogy.

*Professional Training.*—This means that he has taught under the eye of some competent critic. Usually a teacher goes away

by himself and labors as best he can ; his experiments are often very unsatisfactory to the pupils. He has no clear standard in his mind ; if there is silence, if the group before him seem to stand in awe of him, if they recite their lessons, if the patrons do not complain—these are the usual standards. A professionally trained teacher looks at the mental evolution going on.

*Natural Aptitude.*—The patrons of a school are apt to say he is a “natural teacher ;” it means something. Some have no aptitude to direct the thoughts of others ; they cannot direct their own. It is true that the Creator intended all to possess teaching ability, “but in many cases the timber is poor,” as Mr. Beecher explained it. The aptitude in every one can be improved, and it is fortunate it is so.

*Classification of his School.*—When fifty persons are gathered, a keen eye sees at once that they are susceptible of classification, that they can be benefited only by classifying them. The teacher of *one* grade in a city school knows that it is best to divide his forty pupils into four classes. Good classification is a primary consideration.

*Course of Study.*—There must be a plan or scheme of work ; for this occasion let us suppose the teacher is to make out his own. What will he do ? Will he say there shall be reading, spelling, arithmetic, geography, and grammar in this school ? That is to act like a mechanic. He must look to *life* as giving the key to the course of study. We eat to live, we study to live ; children go to school for life purposes. As a gardener works around trees to enable them to have a broader and more glorious life, so must the teacher labor in his garden of human beings.

*Creating Interest and Industry.*—The measure of the success of the teacher is not the amount the pupils learn, but the mental activity that exists. It may be roughly stated that interest is the measure of progress in a school. The teacher who can create an interest has the basis of success in him ; but that interest must be properly directed. A ballet dancer may create an interest, but it does not result in anything ; the interest the teacher creates must result in education.

*Governing Ability.*—There is such a thing as directing the operations of a body of persons to chosen ends with unerring certainty ; they are under authority and move towards the object in view. There must be some control of the pupils of a school ; it is best for them, leaving education out of the case. The restraint should be enough, and not too much. The

government of a school needs to be made the subject of much thought; somehow interest and industry are dependent on it.

*The Moral Atmosphere.*—There are thousands who can get good lessons out of pupils, and keep good order, who leave no moral impress; rather let us put it, who do intellectual training but not moral training. The child grows physically, though the teacher takes no note of it; the parent supplies him with food. Who is to supply the pupil with food for his moral growth? It is worthy of consideration that the teacher who can keep good order, cause industry and interest, is the one who can easily train pupils morally—if he has a solid moral character himself.

*Neatness and Sanitariness.*—Here is yet a wide field. Every school-room should be swept daily. No ink stains on the desks. Books should be covered, and when soiled new covers put on. The steps should be inviting, the closets neat as the Shakers make theirs at Lebanon, the windows kept bright and with curtains. If there is an inviting room in the district it should be the school-room. A thorough teacher must not lack in neatness; a good school means *many* excellencies, not one.

*Relationship.*—What is the teacher in the society in which his school is placed? Said a superior teacher: “My mistake was in not being an influence in the towns where I taught.” He further said that his carelessness in dress and inattention to social forms were serious obstacles that he now regrets. What is the teacher among his fellows? At the institute, at the state associations, as a secular contributor to educational journals, where does he stand? Does he help move the educational world along?

The teacher must not be a mere hearer of lessons; in fact, if that describes him he is not a teacher.

## THE SECRET OF DISCIPLINE.

The use of corporal punishment, except in extreme cases, is a thing of the past. What shall be its substitute? A careful study of the conditions which will bring willing obedience.

There are material and personal conditions which help to obtain the desired result. Under the first head would be pure air and a proper arrangement of light.

No teacher needs to be told the necessity for pure air in the school-room, and yet you may enter room after room in which the air is unfit to breathe. This is because the change from the pure to the impure air is so gradual that those who are in

it are not aware of it. For this reason, it seems well that the teacher should step from her room into the corridor once or twice during the session, when, on return to her room, the condition of the atmosphere will instantly be apparent to her.

The proper arrangement of light is not always in the power of the teacher. The windows are often very badly placed, giving cross lights which should have been avoided when the building was designed. But suppose there are no cross lights, we then find the chairs so placed that the light which should come from the back and right is more often directly in front, or nearly so. These conditions are not only injurious to the eyes, but they produce an unconscious irritation which makes children restless and disorderly.

I have often heard teachers told to have plenty of light in their rooms. Too much light is as bad as too little. Raise your curtains to the top of your windows some sunshiny day, and leave them so all day. The next day, of the same kind, draw them part way. Now tell me, were you not much more tired the first than you were the second day? Have plenty of light, but beware of too much, for it tires, and a consequent restlessness is observable.

Having arranged the material conditions to the best of your ability, turn your attention to the personal; teaching, where it is possible, by example as well as by precept. Example is often much the more effective remedy.

Order, cleanliness and plenty of work are tools which are most useful in the school-room. It is your right, teachers, to demand of the parents that their children shall have clean hands and faces and combed hair. I feel that you say the demand is wasted, for the children come just as dirty after it as before. This is only too true, but you have one remedy at your hand. Every school-building has water in, or about it, and you can oblige the culprit to wash there, if he will not at home. If he does come one day unusually clean, let him know that you are aware of it and appreciate it. Many teachers examine the faces, hands, hair and boots of pupils at the opening of each session and they say the result is quite satisfactory.

Cleanliness and order are so closely allied that I feel that I must speak of them together. "A place for everything and everything in its place," is a great help toward cleanliness. We little realize what poor examples some of us are of this rule, which we try so hard to impress on the minds of our pupils. Can we go to our desks in the dark and take from them anything we want? Can we go to our closets and do the

same? Here is an excellent chance to teach by practice as well as by precept. We should have our things arranged as carefully as we expect theirs to be, and keep them so.

Every pupil should have a place for each thing necessary for his work and keep it so carefully in its place that he can at any time put his hands into his desk and take from it, without stooping, any article he needs. It is surprising how much noise and confusion this obviates, to say nothing of the time saved.

Each pupil should understand that the chair he occupies, the desk in front of it, and the floor beneath and around it are his, and his only; that he is held responsible for the condition in which they are kept, whether the dirt which he finds on his premises were put there by himself or another:

Now, give him as much, or more, to occupy his time, as he has time to occupy, and you will not miss the old time rod.

There is one more very important thing, your voice. Imagine your feelings after sitting five hours under the incessant talk of a loud or harsh voice. If a child is hard of hearing it is better for him, and far better for the other children, that he occupies a front seat. Pitch your voice slightly above conversational tone and decline to repeat. The result is, ease to yourself, rest to the children, and a kind of attention hard to attain in any other way.—*Popular Education*.

## GOOD ENGLISH IN OUR SCHOOLS.

The editor of the *Educational News* writes to the point when he says:—Better preparation is needed all round in English. One of the most remarkable revelations in the life of the College professor is the remarkably limited knowledge of English possessed by the average student asking entrance to college, and this has become particularly true in the last few years as a result of the new methods of language culture adopted in many schools and the rejection of grammar as a school study. As a matter of experience we find a large proportion of young college students not only unprepared to pursue intelligently the study of any foreign language, living or dead, but in reality unqualified to pursue the study of higher English.

For the past three years the writer has found it necessary in the study of Rhetoric and Literature to set aside a number of periods each month for the more critical study of English Grammar, in order that the other work might be taken up more intelligently and more profitably.

It is difficult to locate the responsibility of this defect. Much of it doubtless may be charged to the account of those methods of teaching which build wholly on the theory of learning to do by doing. There is no doubt that we learn to do by doing. We learn to spell by practice, we learn to write by writing, we grow strong everywhere by exercise. So we learn to speak correctly by speaking correctly.

But who ever knew of a man to learn temperance by practising gluttony and drunkenness? Who ever knew a child to learn English by associating and imitating the language of those whose English was impure and ungrammatical, and yet this is practically the school in which we find the child for the greater number of hours in the day?

He needs a guide when he has none, and the only plan of furnishing him with this guide is to acquaint him early and as thoroughly as possible with the principles and practice of the language he is to speak.

It won't do to say that he must hear only correct speech and learn by imitation. He will hear incorrect speech in spite of all we can do for him, and the only sensible thing is to give him the power to judge and protect himself. This cannot be done by any attempts to teach him to imitate and construct correct language, unless he has a knowledge of the foundation principles and rules of usage of that language. A great deal of criticism has been passed on the propriety of teaching these rules and principles. The practice has also furnished much material for the use of sarcastic and witty lecturers and instructors, but we have yet to find the man who writes and speaks first-class English who has found it necessary to bolster himself with arguments of this kind.

But there is another phase of this question equally serious. It is that of the college graduate's bad use of English. Here we have a letter from a professor, a graduate of an institution believed to be one of the great institutions of learning in this country, who writes about his department as "effecting" any of the others in the institution. Another, a young graduate writes to a friend begging that he will "except" his gratitude for some kindness rendered. But worse than all, here is a letter from another graduate of twenty years' experience as a college professor who closes his letter with "your's truly," writing "your's" with an apostrophe.

No college education, no higher education of any grade, ought to be permitted to compensate for such ruthless abuse of the English language.

Teachers of the public and preparatory schools, don't let yourselves be wheedled into the notion that a thorough knowledge of your language is a matter of little importance to you and the children. The smattering of science which they get in its stead under the new method of doing things will not compensate for the loss of the English. Give them both if you can, but always remember that there is nothing connected with your work more important than the correct training which the children should have in the fluent and correct use of their own language.

## LESSONS IN CHARACTER.

### CULTIVATION OF SELF-CONTROL.

BY S. B. TAYLOR.

A scheme of discipline that shall result in producing self-control among pupils must embrace in its scope—(1) Lessons designed to cultivate an appreciation of the position the pupil occupies as a human being. (2) Lessons designed to cultivate his knowledge of duty to his fellow human. (3) Lessons designed to cultivate right judgment, to decide promptly as alternate courses of action may present themselves.

In addition to this the scheme of discipline referred to ought to embrace (1) opportunities to exercise self-control, and (2) opportunities to do missionary work with others. Self-control is a something that can be taught just as arithmetic and drawing are. But there must be planning and persistence. The best results will follow where a teacher by systematic talks and questioning proceeds daily (the opening or the closing half-hour is good for the purpose) to lead the children to think much about their proud position in nature—being above the brutes, their duties to one another, and their conduct in emergencies calling for prompt action.

In these talks it is well—necessary, in fact—never to be personal. A story of wrong conduct, of weakness of any kind, or of degrading traits of character, though founded upon observations made in his own dominion, would better be referred to by the teacher as something he had heard or read of. An impersonal reproof is administered by that friendly monitor, the conscience; the teacher ought always to invoke his aid. In case a teacher is not free to appropriate a quarter of an hour to his lessons in character, but belongs to a system working by a program prepared by a higher power, with no time "to waste" in such endeavors, he must do the same work incidentally.



There come moments of inattention, of disorder, of leisure won by faithful work. Use these for the purpose indicated.

The habits of animals are a very fruitful mine of subject matter for these lessons. Some one has said: "The more I get acquainted with men, the higher respect I have for dogs."

This epigrammatic expression of disappointment in mankind finds an echo in every breast in which the least sense of morality has developed, and this includes every child at school, raised in a civilized community. The tidiness of the cat, the greediness of the hog, the faithfulness of the dog, the patience of the spider have served in the past to lead men out of the depths of despondency into the heights of clearer view and firmer resolves; why not utilize them together with the frugal ant, the generous bee, the ruthless wolf, and the frolicsome lamb, to teach our children how to live?

The instruction of young children in life's duties will better be done not by lecturing them, or drilling them in moral precepts, but by appeals to the imaginative powers. Tell a lot of children a story of a boy who raised a garden, tell of his work early and late, tell of his hope to sell the vegetables and pay a debt his mother owed. While they listen each one will, in imagination, put himself in the place of that boy. Tell them now of other boys who came and broke through, and stole the vegetables; they will sympathize with the toiler because they feel the loss themselves. Out of it will grow resolves that will become generic in their natures. So choose and so conduct lessons in duty as to cause children in imagination to be the aggrieved parties, and the work will bear rich fruit in self-control.

To teach right judgment in emergencies the device of unfinished stories is best. Lead the narrative on to the point where two or more courses of action are open for the adoption of the actor in the story.

Tell the children, for instance, of a poor boy on his way to school finding a pocket-book with a dollar in it. Every one hearing it will in imagination find that dollar. Here break off the narrative and let them volunteer to tell what he did with it. Each one would tell you what *he* would do. Question upon the right or wrong in this or that course of action suggested. Express no opinion yourself (that would be precept teaching and not lead to self control) but let the individual or class decide.

There is a difficulty every teacher will meet right here which it is well to mention. It is this: children will be very apt, when questioned, to remember some moral precept they have

heard repeated and answer by its formula rather than from nature's promptings, thinking thereby to gain the teacher's approval. An expert teacher can tell such an answer by its tone just as one knows a professional beggar, but a novice would often be deceived. To make the lessons effective the teacher should so conduct them as to bring into view the *real* motives of the children. It remains yet to discuss what I meant by opportunities for doing missionary work. A missionary is one sent to instruct the ignorant or lawless. If a boy has learned of himself and by himself any right mode of action through his own observations made, even though he has been led by the teacher into making them, he becomes at once a factor beneficial to his teacher if opportunities are given him.

Suppose a piece of crayon has been thrown, or some like breach of decorum has been committed during school hours. A teacher with tact would not stop his work to investigate the offence and punish the offender, but would wait till books are packed at the close of school, and all ready to start. Then he would ask the offender to step forward, and wait a reasonable time for him to confess before dismissing the class. The guilty one might refuse once, and go forth a liar among his comrades, but he would hardly do so a second time in a teacher's school where such opportunities are studiously given for public opinion—*esprit de corps*—to assert itself. The aid of public opinion in a school is all-powerful to preserve order, just as it is in a community of any kind. No one dares public opinion in the state; neither will a pupil dare it in a school if the teacher invokes its aid. How can its aid be invoked? By just the manner of dealing with offences that is outlined above, and by making all police regulations of the school conform to the consent of the governed. It is no stupendous task to have every new regulation one proposes discussed, amended, and adopted by the school before being enforced.

A teacher, for instance, allowed the boys to throw balls back and forth in the yard. Everything went on very well for a few days, but after a while accidents happened; one ball went through a window; another hit a boy on the eye, who was not playing; another flew into a neighbor's back-yard and knocked over something.

The teacher saw that ball playing was too dangerous. But he did not act the czar about it; he discussed the matter pro and con, and suspended it by a vote of the boys; he appealed to a self-governing community. He did not have to remain in the yard to see it enforced; the boys attended to that for him.

Opportunities for exercising self-control must be given to the pupils. Else how could they develop the power?

Let them elect captains to form the lines, and direct the march in and out. Do not spy for offenders, nor allow yourself to be watching for offences against police regulations.

### SCHOOL-MADE APPARATUS.

The school without apparatus is not a school in the true sense of the word, and yet how few of our teachers put forth any effort to add to what little apparatus is in the school when they first take charge of it. Mr. Payne thus refers to the question in a late issue of the *School Journal*.

*How shall we use one class to promote the work of another?*

Few schools are fully supplied with everything they need in the line of apparatus. Most schools have their maps, charts, dictionary and numeral frame. Some possess a small amount of physical and chemical apparatus and Fröbel's gifts. But the number of schools is comparatively small that are supplied with plaster casts for model and object drawing.

A good way to secure simple casts is to make them. When your chemistry class is studying plaster of paris, let each member of the class make a cast of some simple form and thus get some practical experience in the use of this valuable chemical.

When the casts are made, save them for use in drawing and thus the old saw "killing two birds with one stone" is exemplified.

For the benefit of those teachers who have never made casts, I will venture to give a few hints that may be of service.

The process consists of two steps. First the mould, second the cast. I would suggest that the beginner take simple forms such as the lemon, apple, orange, turnip, pear, parsnip, banana, etc., etc.

*How to make a mould.*—Let us first consider relief forms. Take an object, say a lemon, and carefully slice it in two. Lay one-half down on the bottom of a chalk or cigar box. Dust it over gently with lycopodium powder and blow off any superfluous dust. This is to prevent the plaster adhering to the fruit.

Take an old basin and put into it one pound of plaster of paris. Add water and stir with a stout stick or iron spoon, being careful to prevent the formation of lumps. When the plaster is perfectly smooth and about the consistency of cream, pour it quickly over the fruit and jar slightly so that the

plaster will run into all crevices. Let the box remain quiet until the next day, then remove the sides and bottom of the chalk box.

With a pen-knife remove any plaster that may have run under the half lemon. The lemon may then be easily removed from the mould and an exact reproduction of the shape, and texture of the lemon will be left in the plaster. The use of the lycopodium powder is not absolutely essential, for the wax or oil in the rinds of most fruits prevents adhesion.

*How to make a Cast.*—Remove all dust from the mould and let it become perfectly dry. This is best effected by placing it in an oven when the fire is low and keeping it there over night. When it is thoroughly dry, if you do not care to preserve the mould for duplicate casts, give it several coats of linseed oil until it will absorb no more. This prevents adhesion and renders the mould softer and more easily cut from the cast. But if you desire to make more than one cast from your mould, it is better not to oil it, but rather to dust it over with lycopodium powder as before. Build a wall of clay around the mould or place it in another chalk box and prepare the plaster as before. Pour rapidly and jerk the mould or shake it to be sure that the plaster reaches every part. Then place in a horizontal position until the plaster sets. This usually takes ten minutes. The cast and mould may now be separated by a broad knife-blade, but it is better to wait twenty-four hours before the separation. Care should be taken that enough plaster is used to make the plaque on which the fruit rests at least  $\frac{1}{2}$  inch thick. When done the cast from No. I. is No. II. In the same manner the apple No. III., the parsnip No. IV. and the orange No. V. were made.

*To make an all-round Cast.*—Select a chalk box and lay the fruit in it, being careful to mark points on the outside of the box opposite the ends of the object whose cast is to be made. Prepare plaster as before and pour on as before.

When it has set, remove the bottom of the box and pour plaster on the other side of the object. The object will thus be imbedded in the mass of plaster. When it has set, take a saw and saw the plaster through the points you have marked on the outside of the box. This will divide the mould into two parts from each of which the fruit may be removed.

Make a hole in the mould and having dried as before and dusted with powder, prepare your plaster and place the two halves of the mould together. Pour some plaster into the hole you have drilled and shake so that the plaster reaches all parts

of the hollow, then more and more until the mould is filled. The parts of the mould may be separated very easily and the cast will come out perfect.

The casts may be made hollow by using less plaster, but they are frail when so made. Oak leaves, cucumbers, and nuts, and cylinders, prisms, and other geometrical forms may also be made.

To save time it is well to have your pupils work in twos.

### Editorial Notes and Comments.

—We beg to draw the attention of our readers to the notice in *Current Events* about the Provincial Convention of Protestant Teachers, which has been sent to us for publication by the secretary, Mr. Wellington Dixon of the Montreal High School. The importance of being provided with the necessary certificate for a reduced rate of travel has been carefully indicated by the communication from Mr. Humphrey, the treasurer. The prospect of having an interesting time of it in the commercial capital during convention week cannot but attract a large proportion of the teachers from the country districts, while the promised programme gives earnest of a season of profitable instruction in the *ars pedagogii* as well as the science of education on which it is founded.

—In beginning the work of another school year it is necessary that our teachers should make themselves familiar with the limits of the course of study as defined at the last meeting of the Protestant Committee. The old Latin adage, *ignorantium legis neminem excusat*, is not much of a solatium when the examinations approach; and in order to give emphasis to the requirements for the present year, we here publish the instructions which have been issued to the teachers, so that both teachers and commissioners may have them in print for ready reference.

—The attention of the principals and teachers of the Model Schools and Academies under the supervision of the Protestant Committee of the Council of Public Instruction is respectfully directed to the following:

1. The pupils of Grade II. Academy are expected to take Canadian History in future, as well as British History, in order to meet the requirements of the examination. The preliminary papers prepared by the A.A. Examiners in Writing, Dictation, Arithmetic, English Grammar, Geography, British and Canadian History, New Testament History, are used as the examination papers for this grade. The New Testament paper in Grade III.

Model School or Grade I. Academy will be the same as in Grade II. Academy.

2. In English, the selections to be specially studied in the Fourth Reader, with special attention to dictation, derivation, definition, grammatical construction and abstract writing, are to be found from the beginning of the book to page 152, and in the Fifth Reader from page 1 to page 157. The poetical extracts should receive careful attention, as should also the derivation of the words placed in column at the beginning of each lesson. If you use the Royal Readers, please notify this office.

4. The selections for French reading and translation are to be taken from the Progressive Reader from page 65 to the end, the lessons on "Christophe Colomb" to be studied for re-translation by the pupils of Grade I. Academy. For Grade II. Academy, the selections for French translation are to be taken from any part of the Progressive Reader, or, as an alternative, from the last fifteen of the extracts selected for the A. A. Examinations. For re-translation, the lessons in the Progressive Reader entitled "Christophe Colomb," "L'Examen dangereux," "Un Voyage en Calabre," and "Mieux que Ça," or, as an alternative, the extracts from Darey, pages, 196, 182, 176 and 169.

6. The character of the mental arithmetic for all the Model School grades will be continued.

7. As was remarked last year, teachers should avoid carrying on the study of all the subjects of a grade at the same time; in many of our schools a time-table giving prominence to only four or five subjects for the time being has been found to give satisfaction. With three such time-tables for the year, anything like over-pressure is avoided. The optional subjects for each grade are explicitly defined in the new regulation, which with others referring to the limiting of the curriculum of Model Schools, the presenting of pupils in Grade III. Academy, the remuneration of deputy examiners, the purposes for which the bonus for appliances is to be exclusively expended, and the competition for well kept grounds, ought to be carefully considered while entering upon the work for the year.

8. The recognition of school libraries as important adjuncts to our superior schools in the award made for appliances cannot now long be delayed, and it would be well for our teachers to put forth every effort to establish, restore, or improve such adjuncts this year. Suggestions in regard to the maturing of this or any other scheme for the bettering of our schools will be gladly received.

9. The principal or head teacher of each school is requested to send to Quebec a complete list of the staff of his or her school immediately on receipt of this circular.

10. At the last meeting of the Protestant Committee an important modification was made in the course of study for Model Schools and Academies. Hereafter pupils shall be considered as having passed in their respective grades, provided they pass in writing, spelling, arithmetic, English, geography, history, Scripture, French, drawing, physiology and hygiene, and also in at least two of the remaining subjects of their respective grades. The practical effect of this modification is to make English compulsory in all grades, and to allow pupils to take as a minimum any two of the following subjects: Book-keeping, Algebra, Geometry, Latin and Greek. Heretofore Latin has been compulsory in Grade III. of the Model, and in Grades I. and II. of the Academy course. As before, Botany, Chemistry or Physics is to be taken instead of Greek.

11. At the last meeting of the Protestant Committee it was decided to offer three prizes for competition among the superior schools of the Province, for the school premises most neatly maintained—a first prize of one hundred dollars, a second of fifty dollars, and a third of twenty-five dollars, adjudication to be made by the Inspector of Superior Schools, and the amount of the prize, when awarded, to be paid to the commissioners under whose control the successful school is maintained. The first competition to be held in 1895, and no school obtaining a prize to be allowed to compete again within three years, and then only on condition that the school premises have been properly maintained in the interval.

12. The Protestant Committee has long appreciated the value of Normal School training for all who undertake the work of teaching, but has felt that there are sufficient reasons why such training cannot yet be made compulsory in this Province. However, to encourage professional training the Committee has resolved that only professionally trained teachers, or those who hold first-class diplomas under existing regulations, shall be placed in charge of any department of a school subsidized and controlled by the said Committee. This will take effect in July, 1894, and will not apply to teachers during the continuance of their present engagements.

12. No pupil for Grade III. Academy can be presented, in future, for examination by a Model School which is not equipped as an Academy in point of staff.

14. No pupil shall be allowed to proceed to the examination of Grade III. Academy before having passed in Grade II. Academy, unless a reference of the case has been made to the Inspector of Superior Schools.

### **Current Events.**

The Provincial Association of Protestant Teachers holds its annual convention in Montreal on the 19th, 20th, and 21st of October next, and the Executive Committee is able to give the following outline of it:—

The programme as provisionally drawn up gives Thursday morning for organization and the usual reports. On Thursday afternoon Miss Bishop will address the convention on Americanized Delsarte Culture, after which the subject of Writing will be opened by Mr. Wardrop.

Thursday evening will be spent in the High School Buildings, on the invitation of the Protestant Board of School Commissioners, who are kindly giving a *conversazione* in honour of the gathering. During the evening there will be addresses by Rev. Dr. McVicar, Chairman of the Board; Hon. Mr. Hall, Provincial Treasurer; and Mr. Arthy, President of the Association. The subjects set down for discussion on Friday morning are Agriculture and Technical Education in public schools; the former of which will be opened by Inspector McGregor and Dr. Robins, and the latter by Miss E. Binmore, B.A. In the afternoon Mr. S. B. Sinclair, B.A., of Hamilton, Ont., will speak on Kindergarten Methods, especially on the application of Froebelian principles to primary classes; Mr. I. Gammell, B.A., of the Montreal High School, who is a specialist in the subject, will follow with a paper on Geography. Friday evening will be devoted to the subject of Drawing by Mrs. Hicks, of Boston, and it is also expected that an address will be delivered by the Rev. A. C. Courtice, B.A., B.D., on the question of Religious Instruction in schools. On Saturday morning Mr. J. W. Alexander, B.A., will read a paper on School Libraries, and Miss Peebles of the McGill Model School will follow with one on English Grammar.

The railroads will allow the usual special rate of a fare and a third to all attending the convention. To secure this reduction members must purchase a first-class, full fare, one way ticket, and obtain a certificate for purchase signed by the railway agent at starting point. These certificates are supplied free by all ticket agents, but to secure them applicants should



be at the station ten minutes before the train is due to leave. These certificates, when accepted by the Treasurer of the Association in Montreal, will entitle the holders to return tickets at one-third the usual rate.

The Richelieu and Ontario Navigation Company grants the same reduction to all presenting the Association's certificate. This certificate and all other necessary information can be obtained by application to the Corresponding Secretary, Mr. Wellington Dixon, High School, Montreal.

No free billets will be offered this year, but members will be provided with good board and lodging at the rate of fifty cents a day for ladies and one dollar for gentlemen. A list of boarding houses will be on hand at the Normal School; but those applying to the Secretary in sufficient time previous to coming to Montreal will be assigned to their stopping places, and notices of the same sent to them, so that they may go there direct from their trains.

—The Principals of superior schools, through a circular sent to them by the Corresponding Secretary, and the Elementary teachers, through their Inspectors, already know of the desire on the part of the Executive Committee to have an Exhibit of School Work. The Committee on Exhibits wish all specimens to be in their hands by Saturday, October 14th. These should be addressed to the Convener of the Committee, Professor Kneeland, McGill Normal School, 32 Belmont Street, Montreal. Teachers of Elementary schools may send their specimens either direct to the above address or they may place them in the hands of the Inspectors in time for them to transmit them to Montreal, before October 14th. It has been already made known that the expense of transportation and all other necessary expenses will be borne by the Association. Send by express when the quantity is large; but if the specimens are few the mail may be utilized. Careful packing will ensure their good condition on delivery.

—Four years ago a commission was appointed to inspect the schools in Prescott and Russell and to report on the teaching of English. They recommended the establishment of a model school for training French teachers, the introduction of bilingual readers and other reforms. A recent inspection has been made and a great improvement is shown. The Plantagenet model school has licensed teachers only when they can pass an examination in English, and teachers have been furnished to places outside the county including some to Quebec. Out of 56 schools visited in 1889, 17 only were classed as very satisfactory, 21 as

fair and 18 as schools in which pupils knew little English. In 1893, 30 are very satisfactory, 15 fair, and 11 only inferior. The time given to English has increased from 2 to 3 hours. In 1889 out of 3210 French children only 2484 were learning English. Now out of 3640, 3631 are learning English.

—At a recent meeting of St. Andrews University Court it was stated that a bequest of £1000 had been made to the university by the late Mr. George Scott, of Eagle Villa, Queen's Road, Peckham, London, and Tullypowrie, Perthshire, for founding one or more scholarships. A report by the committee appointed by the Senatus to superintend the erection of the new chemical laboratory was given in, bearing that Mrs. Purdie, late of Castlecliffe, had defrayed the whole cost of the building, amounting to upwards of £2100, and that she had made a further donation to the university of £200 for the purpose of providing fittings.

—The following is a succinct account of the provisions which have been made in Ontario for the training of teachers ;—“With a view to the training of *all* teachers, the following schools have been established : (1) Kindergartens, including local schools, where a first year's training is given for Assistant's Certificates, and Provincial Kindergartens connected with the normal school, where a second year's training is given for Directors' Certificates. (2) County Model Schools, where all public (elementary) school teachers receive their first professional training (lasting four months) for which third class certificates, *valid for three years only*, are awarded. (3) Provisional Normal Schools for the further training (lasting about six months) of public school teachers who desire to obtain second-class certificates, which are valid for life, (4) The School of Pedagogy for the training of those who desire to obtain certificates as first-class public school teachers, assistant high (secondary) school teachers, and specialists in classics, mathematics, etc. The School of Pedagogy also gives the professional training which, with the necessary scholarship and experience, enables its graduates to obtain subsequently certificates as public school inspectors or principals of high schools and collegiate institutes. All these institutions are pure training schools, and are only open to those who hold independent certificates of general attainments. The examinations for all the teaching certificates are both written and practical, but in the Schools of Pedagogy the two parts are divided, the written test coming at the end of six months' training, the practical only after a subsequent six months' actual experience of school

teaching. Candidates who fail in the latter are generally advised to leave the profession."

—We are unable to give a chronicle of all the changes that have occurred in our Superior Schools at the beginning of another year, on account of the oversight of some of the principals in sending in the names. Among the changes, however, we notice the return of Dr. Howe to active work in Montreal, on the staff of the Collegiate Institute. Mr. Dresser has been re-appointed principal of Aylmer Academy, an occurrence which in itself is the highest of recommendations in honour of that gentleman, after his absence attending college. Mr. G. G. Hipp has been appointed principal of the Bedford Academy, having for colleagues Miss A. Snyder and Miss E. Rix. In Bryson two new teachers have been placed in charge of the Model School, Miss E. Weldon and Miss M. Hauran. Mr. Stanley A. Banfill has taken charge of the Farnham Model School, while Mr. D. Rowat has been appointed to Inverness Academy. Miss M. Lee is head-teacher of the Lachine Model School, and Miss A. J. Wadleigh of Lennoxville. Mr. C. W. Ford, formerly of Rawdon, has gone to Mansonville, and Mr. D. M. Gilmour to Ormstown. Mr. A. L. Gilman has been appointed to Sutton, and Miss Arnold to Ulverton.

—Johns Hopkins, Baltimore, proposes the establishment of a medical school. Women are to be received as students on the same terms as men. All the advantages offered by the school either in its connection with the university or the hospital, are to be shared by all, regardless of sex. The educational standard for admission to the new school has been set very high, and the intention of the managers is to make it one of the great medical schools of the world. There is probably room for a medical school of high grade, well equipped with superior facilities and founded upon the co-educational idea.

—At the last meeting of the Protestant Board of School Commissioners of Quebec, the following minute was duly confirmed, it having been at a previous meeting unanimously resolved:—

“That the members of the Board desire to place on record their appreciation of the valuable services of the retiring Commissioners, Messrs. William Hossack, Robert Brodie and William Brown, whose constant attention to their duties as Commissioners and earnest endeavors in the cause of education have been of the greatest service to the Board and benefit to the schools under their supervision; and further, that special recognition is due to the more than ordinary

service rendered by Mr. Hossack, the late chairman, inasmuch as that gentleman has served for a period of over twenty-four years, during which he has always been most active and untiring in furthering the interest of the schools, and that it is to be hoped that, though now retired from an office he has so ably filled, he will yet for a long time aid the schools by his advice and experience, and encourage both teachers and pupils by a continuance of the kindly interest he has always manifested in their welfare."

Mr. Hossack appeared before the Board at its last meeting, and, in referring to the complimentary terms in which the Board had spoken of his long connection with the Commissioners' schools and their supervision, said that he had served for a quarter of a century, and had always taken an interest in the improvement of the schools. The condition of his health had led him to sever his connection which had been so long maintained between him and the Board officials; and yet he would be none the less interested, as long as he was spared, in the work of education in Quebec. To visit the schools would always be a pleasure to him in the future as in the past. It was no doubt of some importance that there should be changes in the *personnel* of such a body. New blood introduced new ideas, and he felt convinced the Board, as at present constituted, was eminently fitted to further the cause of education in the community. After referring to the financial position of the schools, Mr. Hossack again thanked the Board for their kindly expressions in connection with his resignation, and felt assured that the future would realize further improvement as the years went by.

The following letter was received from Mr. Brodie :—

"My Dear Sir,—Please convey to the Protestant Board of School Commissioners my sincere thanks for the resolution so kindly passed by it on the occasion of my retirement from the Board. My nine years' service as a Commissioner was to me both profitable and pleasant, so much so that it was with some degree of regret that I declined a re-nomination to the office, and although no longer a member of the Board, I shall always feel a deep interest in the success of the different schools under the Board's control.

Yours very sincerely,                      ROBERT BRODIE."

—Westminster University, Denver, Col., has recently sold fifty blocks, at \$5,000 each, realizing \$250,000. With this

sum the mile square of lots and blocks, together with the main University building and all other buildings and improvements, have been paid for in full, and notwithstanding the difficulty of securing cash in hand at this particular time, an arrangement is being made so that every claim of every sort that is due against the University will be paid during the next thirty days. At that time the institution will not only be without incumbrance, but will own, at present values, \$500,000 free.

—One of the distinguishing features of Jena as a place for studying pedagogy is that in connection with the university chair there exists also a practice school, which is a part of the university and entirely under the control of the professor of pedagogy. It is the only school of the kind in Germany. Any student who wishes, may give instruction there as long as he desires. Such teaching is done under the constant supervision of an expert, regularly employed, and here the theory in the lectures finds its application.

—In connection with public schools of Scotland, attention has been drawn to the rate at which the number of women employed in them is increasing. This is very noticeable. On the other hand, the supply of male teachers is showing no sign of increasing; this year, indeed, there has been a very marked falling off in the number of male candidates for admission to the training colleges. Moreover, the number of untrained teachers is increasing, and the Department is doing nothing in the matter beyond issuing annually in the Education Report a stereotyped statement about the inferiority of acting teachers' papers at the Christmas examinations. The Glasgow School Board has taken steps to secure special preparation of acting teachers in its service for these examinations, but any arrangements the Board can make must prove a very inadequate substitute for the regular training college course. The Department must allow the training colleges to take in a large number of students, and must at the same time cease to countenance the employment of untrained teachers. The Aberdeen School Board has now completed its arrangements for allowing its teachers to complete their graduation course at the University without giving up their posts. At present many teachers are allowed to take two university sessions alongside of the two training college sessions, and frequently a third university session is completed before they are appointed to schools. In order, however, to complete their attendance at University classes they have had to throw up their school appointments. The Aberdeen

Board deserves credit for its generous arrangements, which are sure to be highly appreciated by the teachers lucky enough to be in Aberdeen schools.

—The President of the Congress of National School Teachers in Ireland, in his address, reviewed the progress that had been made during the last twenty years in improving the financial position of the teachers, and showed that very substantial advantages had been gained, a result mainly due to the steady agitation carried on by the teachers' organization. He pointed out, however, that something still remains to be done before the Irish teachers are placed in as good a position as their fellow-workers in England and Scotland. In particular, the unlimited power of the local managers over the teachers, and the fact that the inspectors are not chosen from the ranks of the teachers, were dwelt on as defects. A large portion of the address was given to a criticism of the system of payment by results and the type of teaching it tends to create. Mr. Simmons passed a severe condemnation on the system, and pointed out that though it had been discarded in Great Britain, and though there was a complete consensus against it among the Irish teachers, yet it had full sway in Ireland, a proof that Irish education was much behind the stage now reached in other countries.

—A meeting of the Germans of Montreal was held in the German Protestant Church, St. Dominique street, for the purpose of forming a German-English school in the city. Mr. Thicke presided, and resolutions were adopted to solicit subscriptions to enable the projectors to start at once. The meeting was a large and representative one, and much enthusiasm was manifested. A teacher, who is a Canadian by birth, but who has received his education in a German university, has already been engaged.

### **Literature, Historical Notes, etc.**

#### FRÖBEL: HIS LIFE AND INFLUENCE ON MODERN EDUCATION.

I. Fröbel, the noted German educator, was born in Thuringia, in 1782. His mother died during his infancy, and his education was directed by his father and uncle, both of whom were village pastors. Like Pestalozzi, he was dreamy and visionary. He was of a deep religious nature, and passionately fond of nature, which he claimed gave the "clearest and most obvious" teachings in morality. After studying with poor

success law, mineralogy, agriculture, and architecture, he settled upon teaching as his life's work.

II. AS A TEACHER. He began to teach in Frankfort in 1805 at the age of twenty-three. Here he applied, with marked success, the Pestalozzian methods. In company with three of his pupils, he went to Yverdun in 1808, and spent two years in teaching in the Institute to become better acquainted with the methods of Pestalozzi. In 1811, he published his "Treatise on Sphericity," in which he says, "The sphere is like the prototype or the unity of all bodies and of all forms." To him the sphere was a symbol of the spiritual life. It is full of imagery and imagination, but almost destitute of philosophic acumen. In 1814, he became an assistant in a mineralogical museum in Berlin.

III. THE INSTITUTE AT KEILHAW. About 1816, he opened a school with five pupils, all of whom were his nephews, and called it the General German Institute of Education. He obtained as assistants Langenthal and Middendorf. Fröbel and his associates applied with faithfulness the methods of Pestalozzi. Physical, mental, and moral education went hand in hand. The discipline of the institute was rigid, and much time was devoted to religious training. Fröbel was accustomed to say, "All education that is not founded on religion is sterile, and all education that is not founded on the Christian religion is defective and incomplete." In 1829, he was forced to close the institute at Keilhaw. He did not possess the general ability essential in building and maintaining an institute of learning.

In 1826, he published his most famous work—*The Education of Man*. This work does not present so much the practical workings of the methods of Fröbel as his peculiar philosophic opinions. It is not much read, and little understood by those who read it. It is full of mysticism and obscure speculations. In it, he teaches that "everything comes solely from God;" that "the end, the destiny of each thing, is to publish abroad its being, the activity of God which operates in it;" and that education should be a work of "liberty and spontaneity." He inculcates in this work that children should be taught to study nature, mathematics, language, artistic studies, and religious principles.

III. THE KINDERGARTENS. About two years after he closed his institute at Keilhaw, he became director of an orphan asylum at Burgdorf. He there conceived the notion of devoting his efforts to the education of early childhood. In 1837

he established his first infant school at Blankenburg. In 1840 he invented the term *Kindergarten* as the name of his infant school. The word means *children's garden*. It is claimed that Fröbel conceived the idea of an infant school from witnessing a child playing ball. Fröbel announced as the first principal of his *Kindergarten* that a child ought to play, and to play with a ball. He presented to the child under the name of gifts the following objects: (1) The ball; (2) the sphere and cube; (3) the cube divided into eight equal parts; (4) the cube divided into eight rectangular parallelepipeds; (5) the cube divided into twenty-seven equal cubes. To these he also added pieces of paper, strips of wood, and little sticks.

IV. HIS PRINCIPLES AND METHODS. Fröbel desired his children to use these objects, as symbols of the laws of the universe. His admirers have entirely discarded this idea. He regarded play as nature's method of teaching the child, and recognized in the child a taste for observation and a need of activity. He also fully appreciated the individuality of the child. His plays for children were, for the most part, well calculated to awaken and strengthen the growing faculties of the young. Fröbel was mistaken in supposing that the ball, cube, and cylinder were nature's simplest forms, for nature presents instead of these the irregular forms of trees, plants, animals, and other objects.

V. HIS LAST WORK. In 1844 he was compelled to close his school from a want of necessary funds. He travelled somewhat extensively through Germany for the purpose of making known his methods. Discouraged at the results of his trip, he returned to Keilhaw, where he opened a normal school for young women who were preparing themselves for the education of infants. In 1850, he transferred his school to the castle of Mariantal, where he gave personal attention to the plays of the children and trained *Kindergartners*.

VI. HIS INFLUENCE ON MODERN CIVILIZATION. Fröbel accomplished for infant education what Pestalozzi did for elementary. His influence is felt in every part of the world where *Kindergartens* have been formed. They may be found in France, Germany, Austria, England, the United States, and other countries. The report of the Commissioner of Education shows that there are more than five hundred and seventy.

#### BEOWULF, OUR FIRST EPIC.

Among the rare and valuable manuscripts of the British Museum is one written on parchment and belonging to the



Cottonian collection. The fire which, in 1731, destroyed many of the valuable documents belonging to the Cottonian library seriously injured this document, and rough handling afterwards added to its destruction and defacement. So far as can be made out, this manuscript belongs to the eighth century. It is made up of two parts, written evidently at different times and by different hands. Undoubtedly it is copied from older manuscripts. Pages 130 to 198 of this venerable document contain Beowulf—the oldest English epic. How old it is we do not know, but without doubt it was recited by our Saxon fore-bears long before Hengist and Horsa landed on the isle of Thanet. The main drift of the poem, the pictures it presents of Teutonic life and customs, and the views it gives of ancient beliefs, all point to an early and pre-Christian origin. On the other hand, the references to the Biblical story of Cain, the belief in an all-wise and overruling Providence show our present version to be later than 597 A. D. These two divergent views are easily reconcilable on the hypothesis that the old heathen saga brought into England by the Saxon invaders and sung by them at their feasts and festivals, was rewrought into its present form by some skilful bard somewhere about the beginning of the eighth century, and that to him it owes its Christian cast.

The story faded out of memory and was forgotten when the Saxon was merged in the Englishman. Only that one copy survived, if ever more were made, and it was written in a tongue that had become strange to the people who now inhabited the land. The first reference to the poem was made by Wanley in his catalogue, written in 1705, in which he quoted verses 1—19, and 53—73. In 1786, Dr. C. J. Thorkelin, of Copenhagen, made a copy of the poem, and set to work to read and interpret it. For twenty years he labored at his task, and at last, in 1807, he was ready to print it when the bombardment of Copenhagen by the British set fire to his house and ruthlessly destroyed the fruits of his twenty years of labor. Undaunted by this catastrophe, the plucky Dane again essayed the task, and, in 1815, after almost thirty years of labor, gave to the world the first edition of the entire poem. Meantime, Sharon Turner had published some extracts from the poem in his *History of the Anglo-Saxons*, and Conybeare in his *Illustration of Anglo-Saxon Poetry*, 1826, gave an exhaustive analysis of the contents of the poem. Since then, numerous editions have been issued by English and German scholars, and several translations have been published.

II. The story of the poem is simple. Hrothgar, king of the Danes, was desirous of building a great banquet or mead-hall, "Grander than men of the era ever had heard of," and finally accomplished his purpose. But his joy and the delight of his people were of brief duration. Grendel, the "march-stepper famous, who dwelt in the moor-fens, the march and the fastness," came by night after the inaugural banquet was over, and devoured thirty of the king's heroes. Night after night were these depredations continued, until the splendid hall stood silent and deserted. For twelve long years Hrothgar and his vassals lived in fear and terror. This state of things comes finally to the ears of Beowulf the son of Scyld, one of the Geats, and he determines to free Hrothgar from these persecutions of Grendel. With fourteen companions he sets sail, and in twenty-four hours reaches the Danish coast and is received by Hrothgar with great gladness. A feast is held in the hall, Hrothgar is "blithesome and joyous," his queen, Wealtheow, comes to the banquet, presents the mead cup to Beowulf and thanks God "that in any of earlmen she ever should look for solace in sorrow." The feast over, Hrothgar and his followers leave Beowulf and his companions in charge of the hall. When they have gone to sleep Grendel comes, tears open the door, seizes and slays a warrior. Beowulf then grapples with the monster and a terrific struggle ensues, but the monster is vanquished. Great joy follows this announcement and Hrothgar lavishes gifts upon his deliverer, to whom another great feast is given. Grendel's mother, a foul fiend, comes to avenge her son's death, and murders one of Hrothgar's liegemen. Beowulf then undertakes to slay her and follows her to her lair—a day's journey under the sea—and there grapples with her. Long and furious is the combat, but at length Beowulf sees in her den a giant sword, seizes it, smites the monster therewith, and thus gains the victory. Observing the dead body of Grendel lying in the cave, Beowulf cuts off the head and brings it back with him to the great mead hall. More rejoicing follows. Soon Beowulf bids farewell and goes back to his own home, where, after his father's death, he rules for fifty years. Then a dragon, or fire-drake, devastates a part of his kingdom. Beowulf determines to conquer it and sets out with eleven comrades; only one of these, Wiglaf, proves faithful, the others "sped to the forest" at sight of the beast. Long and bloody is the conflict, but Beowulf vanquishes the foe, though he, too, receives his death wound. His people mourn him, and at Wiglaf's behest build a great funeral pyre and mourn their

dead lord, of whom they said "He was gentlest of kings under heaven, mildest of men and most philanthropic; friendliest to folk-troops and fondest of honor."

III. Not for the story, but for the insight into early manners, customs and beliefs, is the poem valuable. This meagre outline is filled out with descriptions of their feasts, with songs commemorative of deeds and heroes, and speeches of the leading actors. The poem, as printed in Grein, contains 3,183 verses. It is written in the Saxon alliterative style—the heroic verse of early English. Readers of Tennyson and Longfellow know of the effectiveness of alliteration in modern verse, though Professor Corson well says in his recently published *Primer of English Verse*, that "readers of modern poetry are, perhaps, not generally aware of what a great, though secret, power alliteration is, in all the best poets from Spenser to Tennyson."

These short, alliterative verses, abrupt, eager, passionate, denote the spirit and temper of the poet. With stroke upon stroke he sets forth by epithet and metaphor the characteristics of the time and of the people. The original is hard reading. The variety of epithets, the bold and unlooked-for metaphors, the quick turns in the narrative make the sense somewhat obscure, and call for an extended knowledge of the language. It is said that there are but five similes in the whole poem. "The author," as Longfellow, who was a linguist as well a poet, says, "is too much in earnest to multiply epithets and gorgeous figures. At times he is tedious, at times obscure, and he who undertakes to read the original will find it no easy task."

IV. For this reason a good and faithful translation is extremely desirable. Several have essayed the task. In England, Kemble published a prose version in 1837, and Thomas Arnold another in 1876. It was translated into English verse by Wacerbarth in 1849, by Thorpe in 1855, and by Lumsden in 1881. But all these sought to render the sense of the original and paid no attention to its form. In our own country Professor J. M. Garnett, in 1882, gave an excellent line for line translation, using alliteration occasionally. But Professor Hall, in his newest and best version, gives an alliterative verse translation, though he has not carried this so far as to sacrifice sense to sound. Only occasionally does he use end rhyme, and the stresses of Saxon verse are carefully retained. Much of the flavor of the original is imparted by the retention of the parallelisms so numerous in Saxon verse. Necessarily this demands the use of some archaic words, though few of these are unintelligible to the readers of modern verse, and there are

fewer still which do not deserve a permanent place in our vocabulary. The translator has done English readers a good service and deserves the heartiest commendations of scholars for this new proof of the vigor and vitality of American scholarship.

We heartily join in the wish that Beowulf may speedily become as familiar to the average reader as Homer. Nay, it should become more familiar by its relationship to us. The poem deserves attentive reading. The traditions of our race demand it. The character of the hero is worthy of it. Even Taine praises him. "Beowulf is a hero," he says, "a knight-errant before the days of chivalry. \* \* \* Rude as the poetry is, its hero is grand; he is so simply by his deeds." Making such a hero known to the people is doing a praiseworthy public service, and the translator is entitled to his meed of praise. Like the hero of the poem, he can say: "I proudly distinguished thy land with my labors."

### **Practical Hints and Examination Papers.**

TEACHING SPELLING.—Perhaps a few devices which have been successful may be of use to others. To begin, a sentiment in favor of good spelling should be fostered from the very first day of school. Pupils should be made to feel that they have committed a high crime and misdemeanor every time they misspell a word, especially if the words are the familiar ones of their own vocabulary. Hold them responsible for the spelling of every word they read; make it a rule never to use a word new to them without writing it on the board, dividing it into two syllables and using diacritical marks while writing; frequently, and at unexpected times, have short, oral lessons, giving them words occurring in their geography or other studies, and insist that they pronounce the whole word and each syllable *before* spelling; as phonetic; pho-net-ic; pho, p-h-o; net, n-e-t; ic, i-c; phonetic. Since many words are spelled as they are pronounced, it is obvious that the dividing into syllables and pronouncing each one before spelling is an immense help. For helping the spelling of written work this device has been very successful; an outline of the composition has been developed and written on the board; a place on the board has been assigned to each pupil. Each child is told to stand as soon as he has thought out his first sentence. As soon as most of the school are on their feet, the pupils are directed to go to the board and write out any word about whose spelling they are doubtful. The teacher stands in the middle of the room criticising the work of each pupil in turn. The pupils go back to their desks and write sentences upon being told that their orthography is correct. This method is pursued in regard to each sentence as it is composed.

During the first part of the year care must be taken to make the compositions short; each topic especially should be brief, or the teacher will be deluged with so many questions in regard to the words in each that she will not be able to accomplish anything. As the pupils grow more certain of their orthography, more complex compositions may be attempted. This plan has two advantages; one, that it brings about a decided improvement in spelling; the other, that it cultivates the habit of making a complete thought in the mind before attempting to express it. Another help in spelling is to have each pupil keep a spelling note-book. In this he writes correctly every word which he has misspelled in any kind of work. Once in two weeks, compile a list of words from the note-books of the whole school, selecting those which have been generally misspelled and have a regular spelling lesson on them.

LANGUAGE LESSON ON IRON.—Show a piece of iron and ask its name. Show a smoothing iron and ask the difference between it and the piece of iron. Ask what must be done with a square piece of gutta-percha to make it into a ball. (Melt it.) Draw from children that iron, when exposed to very great heat, melts. By reference to a stove-pipe, elicit that iron can be beaten out into large sheets. Give word *malleable* and couple it with *mallet* (a hammer). Show a piece of wire and ask what it is made of. Elicit that iron may be drawn out into wire as fine as a hair. Give *ductile*. By comparing iron with clay, elicit that is *hard*. By comparing the wire with thread, elicit that iron is *strong*. Ask what dampness does to iron, and elicit the reason for tinning iron vessels and painting roofs. Show steel buckle and ask of what it is made and what steel is. Explain that iron is made into steel by intense heat and sudden cooling. Ask which takes the higher polish, steel or common iron, and elicit the better adaptability of steel for buttons and ornaments. Ask which will break more easily and elicit the superior value of steel for cutlery, etc. Ask which will bend and spring back again, and elicit that steel is used for springs of different kinds. Draw out the word *elastic*. Review the qualities of iron and write their adjectives on the black-board. Require a composition on iron, in which all of these adjectives shall be used.

THE TEACHER'S NOTE BOOK.—Teacher, keep a note book. There are two chief benefits to be derived from practice. One is that you will be watchful for something valuable to enter on its pages; the other that you will find yourself anxious to do something that will be worthy of entry. Here is a place for your successes and your failures. Here is where you can make yourself a help to every one else in the profession. Even your failures will be useful to you as well as to your neighbor. Do you appreciate how helpful you may thus be in communicating these successes and failures to other teachers through the educational journals of the day? Do you appreciate how little (shall we say?) you are doing in that direction at the present time?

Why not begin at once to keep this record for your own good even if you are not willing to communicate its contents to the public?

A FRIDAY AFTERNOON EXPERIMENT.—I had for a great many years dismissed an hour earlier on Friday afternoon every pupil that had not been late during the week. Strange to say, I found pupils who did not care to go; and parents told me they would rather I would keep them. And again, I had dismissed a punctual boy, and when the time for the usual dismissal came I found he was in the yard. “Why are you here?” “I am waiting for the other boys. I didn’t want to go home alone.” This set me thinking. I thought on it a great deal. Finally I purchased some toy flags, together with a standard, on which was a flag one foot square. This I mounted, so as to make it very gay. The next Monday morning I went to school early and arranged the flags about the room. Upon entering the room, the children besieged me with questions as to what we were going to do with the flags. I told them we would form a “company,” for training on Friday afternoons; there was a flag for each child who would try not to be late, not to be absent, and would try to please and help his teacher and make the school pleasant. All were delighted with the idea, and it was a wonderful thing for me to see the result. All the week the children studied and recited to my entire satisfaction. I read out on Friday afternoon the names of those who could march. I appointed one as captain, and then I called up another and gave him a flag, and so on. Then we began to march with the words “right face,” and to a tune we had learned to sing to “La la.” Permission was asked to bring a drum and I granted it, so that we had martial music, and this added still more pleasure to the occasion. While children should come from noble motives, it is not always easy to set them in operation. I was surprised then, and have been since, nor can I well explain it. Four things I see make up the charm: (1) The movement, (2) the uniformity, (3) the gay colors, (4) the music. But there seems to be something else. I did not shut out those who were late, I let in all who had evidently tried to do well. If a child was not in fault, we would vote to excuse him, and it would have been hard to tell whether the child or the class derived the greater pleasure.

THE TEACHER’S HAND-BELL: WHEN SHOULD SHE USE IT?—Why should she *ever* use it? What is more ruinous to the good discipline of a school-room than for a teacher to speak and ring her bell at the same time? *The force of one is killed by the other*, and yet the teacher who has *the hand-bell habit* is pretty certain to supplement its ring by a command in close connection with it. When is there an occasion in any school when a pencil tap *without words* is not sufficient to secure the attention of an entire room that may be absorbed at the time in some uniform exercise? The silent gesture of an uplifted hand is best of all. A well-disciplined, observant room can be managed by this alone. Carry home the hand-bell, teachers. Just

here I asked a teacher by my side—a skilful, experienced one—“Do you use a hand-bell?” “No,” she answered emphatically, “I have never used one since my first year when *I banged one all the time*. They are noisy, unnecessary, and unaesthetic.” Fortified with this corroborative testimony, again I advise, “Put away the hand-bell.”

SUGGESTIONS CONCERNING DISCIPLINE.—1. Prevention of the wrong doing is better than punishing the wrong done. 2. Never charge a pupil with a misdemeanor on mere suspicion, never at all unless you have positive proof, an absolute demonstration, that he is the guilty one. 3. Exercise great care in taking a stand that you may have no occasion to retreat. 4. Fault-finding is not calculated to cure a fault. 5. Distrust in the teacher breeds deceit in the pupil. *Therefore* always trust your pupils. 6. Absolute self-control on the part of the teacher is a necessary prerequisite to proper control of the pupils. 7. Obedience won is far better and easier than obedience compelled. 8. A child properly employed is easily controlled. 9. A school not properly controlled is a school of little progress or profit. 10. Never threaten; never chide angrily; above all, never use, in the least degree or under any circumstances, SARCASM.

HABIT IN CHARACTER BUILDING.—As “heirs of all ages,” there is one portion of heritage which no child now in school should be allowed to leave without possessing. It is the very impressive lesson on the influence of habit in the formation of character which has been contributed to the present generation by two talented writers, one a novelist, the other a philosopher. The novelist, George Eliot, traces the growth of a habit in one of her characters, Tito Milema in “Romola,” until on a sudden impulse he commits an act of infamy. The philosopher, Prof. James, of Harvard, in his work on “Psychology,” shows, with the clearness of a demonstration, the tendency of mental impressions to carve out for themselves channels in the brain, into which succeeding impulses of like kind tend to run. In writing this chapter, Prof. James has established a claim to be considered one of the world’s benefactors. Every teacher should study it and give it to her pupils—to the limit of their comprehension. It cannot fail to have a marked effect in character building. An opportunity for a moral lesson of this kind might perhaps be found in connection with the history lesson. As the class approaches a study of Italy, let the teacher read Romola, and when Florence is reached let selections descriptive of the customs and manners of the people be read in class. Then sketch briefly and forcibly the career of Tito up to the time when he denies his foster-father on the Duomo. Quote in explanation of his conduct the author’s words that “we prepare ourselves for sudden deeds by the reiterated choice for good or evil that determines character.” Then give the class as much as they can understand of Prof. James’ explanation of the workings of habit and show how it shapes one’s life, either for success or failure. Don’t preach. Don’t ramble on “off into the sand,” as somebody once said of a certain

lecturer's periods. Read and think over your subject until your soul is full of it; then make your points briefly, clearly, and forcibly. Finally ask the class to write an exercise on "Habit and its Effects upon Character."

IS HE TELLING A STORY.—"John, you may recite." "I forgot, sir, that the page was torn out of my book and I could not study the lesson last night." "Since when is the page missing?" "Ever since my sister had it last year." "That is a pretty story, John. Let me see your book." If that teacher could only see what an effect his cutting words have on the boy. "What have I done that he should doubt my word?" he asks himself. "Have I ever deceived him? I am a liar in his eyes, and he dares to show it before the whole class. A liar? I? and I always thought so much of him." The poor boy's eyes are filled with tears, his heart swells into his throat; he feels like crying, but boyish pride chills his emotions and hides the grief under the mask of a smile. The teacher does not know that he has lost his hold on the boy,—perhaps forever. Thomas Arnold always placed implicit confidence in a pupil's assertion. "If *you* say so," he would say, "that is quite enough. "Of *course* I believe your word." And what was the result? There grew in consequence a general feeling, "it was a shame to tell Arnold a lie, he always believes one."

Whether or not a pupil knows that the earth revolves round the sun, that Paris is the capital of France, that Mary is a proper noun, etc., is itself of little consequence in education. Pestalozzi never learned to spell correctly, yet he made his mark in the world. But the boy whose knowledge of the earth's movements, for instance, becomes an impulse to enquire more deeply into geography, to observe other physical phenomena, and search for an explanation of their causes, is quite different from the one who does not care whether the earth turns, slides, or stands still. It is interest that distinguishes one from the other. An accumulation of dead facts is of as much value to the possessor as dead stock to the business man. Interest is what gives knowledge true worth, and makes it a living power that constantly seeks to extend, correct, and deepen itself. Hence the teacher who does not want to waste time aims *not* at mere knowledge, but to arouse and maintain a lively interest in the different branches of learning.

#### ALGEBRA (GRADE III. MODEL SCHOOL, OR GRADE I. ACADEMY.)

[Answer two questions from each Section.]

##### SECTION I.

1. Subtract  $4x^3 + 2x^2 - 2x - 14$  from  $7x^3 - 2x^2 + 2x + 2$ , and from the remainder subtract  $2x^3 - 8x^2 + 4x + 16$ .

2. Find the quotient of  $3a^4 - 10a^3b + 22a^2b^2 - 22ab^3 + 15b^4$  when divided by  $a^2 - 2ab + 3b^2$ , and then from the quotient find the dividend.



3. Find the G. C. M. of  $x^3 - 4x + 3$  and  $4x^3 - 9x^2 - 15x + 18$ . Find the L. C. M. of  $x^2 - 1$ ,  $x^3 + 1$ , and  $x^3 - 1$ .

## SECTION II.

4. Solve the following by the usual formulæ :—

$$(a) (2a + b)^2$$

$$(b) (2a - b)^2$$

$$(c) (2a + b) \times (2a - b)$$

5. Resolve into elementary factors :—

$$(a) x^2 - 15x + 50 \quad (c) x^6 - 64$$

$$(b) x^2 - 7x - 44 \quad (d) x^2 - 13xy + 42y^2$$

6. When is  $x^n - y^n$  divisible by  $x - y$  and when by  $x + y$ ? Assume a numerical value for the  $n$ th power, and give the quotient in each case.

## SECTION III.

7. Solve the following equations :—

$$(a) 16x - 11 = 7x + 70 \quad (c) \frac{7x + 5}{6} - \frac{5x + 6}{4} = \frac{8 - 5x}{12}$$

$$(b) x + \frac{x}{2} = 11 - \frac{x}{3} \quad (d) x - 3 - (3 - x)(x + 1) = x(x - 3) + 8$$

8. What number is that which, being added to its fourth part, the sum is equal to 10?

9. Divide \$470 among three persons so that the second may have \$10 more than the first, and the third \$30 more than the second.

## ALGEBRA (GRADE II. ACADEMY.)

[Only two questions to be answered from each Section.]

## SECTION I.

1. Divide  $x^3 - 3xy - y^3 - 1$  by  $x - y - 1$  and multiply the quotient by  $x - y$ .

2. Find the factors of  $a^2 + 9ab + 20b^2$ , and of  $(a + b)^2 - 11c(a + b) + 30c^2$ .

3. Simplify the fractions :—

$$\frac{x^3 + a^3}{x^4 - a^2 x^2 + a^4} \quad \text{and} \quad \frac{a^3 + b^3}{a^2 - b^2}$$

## SECTION II.

4. Solve the following equations :—

$$(a) \frac{1}{2} (2x - 10) - \frac{1}{11} (3x - 40) = 15 - \frac{1}{5} (57 - x).$$

$$(b) (x - a)(x - b) = (x - a - b)^2.$$

$$(c) \frac{2x - 6}{3x - 8} = \frac{2x - 5}{3x - 7}$$

5. Solve the following equations :—

$$(a) \cdot 5x + \cdot 6x - \cdot 8 = \cdot 75x + \cdot 25.$$

$$(b) \sqrt{4x} + \sqrt{4x - 7} = 7.$$

6. Solve the following problems :—

(a) After A has received £10 from B, he has as much money as

B and £6 more ; and between them they have £40 : What money had each at first ?

(b) Divide the number 90 into four parts, such that the first increased by 2, the second diminished by 2, the third multiplied by 2, and the fourth divided by 2, may all be equal.

(c) A prize of £2,000 was divided between A and B so that their shares were in the proportion of 7 to 9. What was the share of each ?

## SECTION III.

7. Simplify  $16 - \{ 5 - 2x - [1 - (3 - x)] \}$  and  $a - \{ b - c - (d - e) \}$

8. Find the G. C. M. of  $x^2 - 4x + 3$  and  $4x^3 - 9x^2 - 15x + 18$ , and the L. C. M. of  $x^2 - 1$ ,  $x^2 + 1$ ,  $x^4 + 1$ ,  $x^8 - 1$ .

9. Give the definitions of the following technical terms in Algebra :—*Co-efficient, factor, multiple, power, continued product, binomial, index, vinculum, minus, equation.*

## GEOMETRY (GRADE III. MODEL SCHOOL, OR I. ACADEMY.)

[Two questions from each section to be answered.]

## SECTION I.

1. Define the following terms :—A *line*, an *angle*, a *right angle* and an *obtuse angle*. Draw a figure of the last two.

2. What is an *axiom* ? a *postulate* ? Give Euclid's three postulates. Write out four axioms.

3. What is a *theorem* ? a *problem* ? Enunciate the first theorem and the first problem of Book I.

## SECTION II.

4. In the proposition from a given *point* to draw a straight line equal to a given straight line, state in what positions the given point may be with relation to the given line. Demonstrate the proposition by the method you consider the easiest.

5. Draw a straight line perpendicular to a given straight line of unlimited length from a given point without it, and prove the accuracy of the construction.

6. Prove that any two angles of a triangle are less than two right angles.

## SECTION III.

7. Prove that if from the ends of the side of a triangle there be drawn two straight lines to a point within the triangle, these will be less than the other sides of the triangle, but will contain a greater angle.

8. At a given point in a given straight line make an angle equal to a given angle, and prove the accuracy of your construction.

9. Name the several conditions of equality of triangles, and prove one of the cases you specify.

## GEOMETRY (GRADE II. ACADEMY.)

[Two questions are to be answered from each Section.]

## SECTION I.

1. Construct accurately with ruler and pencil the figures of propositions XVI., XLVII. and XIX.
2. Define a line, a circle, an angle, an oblong, a parallelogram.
3. Prove that the exterior angle of any triangle is equal to the two interior and opposite angles and that the three interior angles are equal to two right angles.

## SECTION II.

4. Prove that parallelograms on the same base and between the same parallels are equal to one another.
5. Describe a triangle which shall have its three sides respectively equal to three straight lines, any two of which are greater than the third.
6. Prove that the complements about the diameter of any parallelogram are equal to one another.

## SECTION III.

7. Describe a square that shall be equal to a given rectilineal figure.
8. If a straight line be divided into any two parts, prove that the squares on the whole line and on one of the parts are equal to twice the rectangle contained by the whole and that part, together with the square of the other part.
9. Prove that if the squares of two sides of a triangle are together equal to the square on the third side that the triangle is a right-angled triangle.

## LATIN (GRADE II. ACADEMY.)

(Two questions are to be answered from each section.)

## SECTION I.

1. Translate into good English :—*Postridie ejus diei, quod omnino biduum supererat, cum exercitu frumentum metiri oporteret, et quod a Bibracte, oppido Æduorum longe maximo et copiosissimo, non Amplius millibus passuum octodecim aberat, rei frumentariae prospiciendum existimavit, iter ab Helvetiis avertit ac Bibracte ire contendit. Ea res per fugitivos Lucii Æmihii decurionis equitum Gallorum, hostibus nunciatur. Helvetii, seu quod timore perterritos Romanos discedere a se existimarent, eo magis quod pridie, superioribus locis occupatis, prœlium non commovissent; sive eo, quod re frumentaria intercludi posse confiderent; commutato consilio atque itinere converso, nostros a novissimo agmine insequi ac lacescere cœperunt.*

2. Translate into Latin :—When this had been announced to Cæsar, he hastens to set out from the city. He hastens into Gaul by

forced marches and orders the bridge near Geneva to be cut down. The Helvetians send as ambassadors to him, the nobles of the state. They say that they will make their way through the province without injury to any one.

## SECTION II.

3. Give the principal parts of any ten of the verbs in the Latin selection, no two of them being the same.

4. Parse the first ten nouns in the Latin selection and mention the gender particularly.

5. Decline in full *tu*, *quis*, and *magnus*.

## SECTION III.

6. Who were Julius Cæsar, Orgetorix, Divitiacus, Dumnorix and Labienus?

7. Write out in full the perfect tenses and the future perfect tenses active indicative of *amo*, *moneo*, *rego* and *audio*.

8. Write out ten of the rules of Latin Syntax, giving an example of each by means of a Latin sentence.

## FRENCH (GRADE II. ACADEMY.)

[Two questions to be answered from each section.]

## SECTION I.

1. Translate :—L'amiral resta bouche béante, deux ou trois fois il fit mine de répondre : ce qui ne veut pas dire qu'il n'existent pas. L'escadre se trouva en pleine mer. Torso observa, l'amiral n'entend pas de cette oreille-là. J'en demande pardon à votre Altesse Impériale. Je ne te fait pas grâce d'un seul, il me faut mes dix coups. Un jour, il était allé faire une promenade dans une calèche à deux places. Il n'y a plus d'eau ici, s'écria le prisonnier. Je chantais, ne vous déplaie vraiment : répondit le valet, c'est très aimable à lui.

*Or*,—Dieu est notre retraite, notre force, notre secours dans les détresses. C'est pourquoi nous ne craignons point quand même la terre se bouleverserait. Elle fait le bien comme une manière de mériter ce qu'elle sollicite de la providence. Ils savent traire, tirer le lin de la quenouille et vaqueront a tous les ouvrages de la maison. Est-ce qu'il croit le général, que ces cadets-là crachent des pommes cuites ? Les bons auteurs n'ont de l'esprit qu'autant qu'il en faut, ne le cherchent jamais. Qu'allait-il faire dans cette galère ? Contenter tout le monde ? Ecouter ce récit.

2. Translate :—In Egypt people use at dinner neither seats, dishes, spoons, forks, cups, glasses nor napkins. On their knees, or resting their heels, they take their rice with their fingers, cut their meat with their nails, dip their bread in a common dish. With their bread, they wipe their hands and mouth.

*Or*,—To-day I shall speak for the women and little children. Each must have his turn. We were talking about Cæsar ; let us

now pass to mother Verte d'Eau. Every body uttered a loud burst of laughter ; they made a circle, Guillaume lighted his pipe and the old man continued.

#### SECTION II.

3. Give the imperative of *aimer*, *aller*, *venir*, and the present subjunctive of *savoir* and *craindre*.

4. Give the primitive tenses of six irregular verbs of the third conjugation (five words for each verb).

5. Write out any three tenses of *faire*.

#### SECTION III.

6. Give a complete list of relative pronouns.

7. Explain the use of *dont*, giving examples.

8. State rules for forming the feminine of adjectives. Give five exceptions, with examples.

### Correspondence, etc.

The following has been sent for insertion in the EDUCATIONAL RECORD by Professor Kneeland, which we recommend as worthy the careful consideration of the teachers of the province :

PROVINCIAL ASSOCIATION OF PROTESTANT TEACHERS, SCHOOL EXHIBIT.—The teachers of the province are urged to co-operate with the inspectors in order that an exhibit worthy of our country may be made at the approaching convention. As the convention is held in October, no time should be lost in setting the proper machinery in motion. Information can be obtained from the inspectors or from the committee.

(Signed) A. W. KNEELAND, *Convener Committee*.

McGill Normal School, Montreal.

### PREPARATION FOR THE ACADEMY DIPLOMA.

*To the Editor of the EDUCATIONAL RECORD :*

DEAR SIR,—Teachers in the country—and especially those who are engaged in parts most remote from centres of education—are very much handicapped in the matter of preparation for the higher grade diplomas. They, or rather we, are unable to attend lectures or even to obtain private lessons in any subject on account of our isolation. Our schools are generally three miles apart at least, and only ministers and principals of academies are qualified, as a rule, to give us instruction. The former, by reason of their pastoral duties, cannot turn themselves into private tutors ; and the latter are few and far between, too far apart at any rate for any class to be formed which would pay them for their trouble. This being the case, sir, will you allow me to make a suggestion—viz., that the RECORD publish each month a schedule of work to be done by candidates for the Academy Diploma, so that the work can be covered by next June. In England several

of the journals devoted to education do this, and more. They not only set the work to be done, but get translations of the authors selected as far as the student is expected to go. What an incalculable boon such a system would be to us country teachers! It is true that we can purchase "cribs," but an examiner knows a cribbed translation at once. Latin can rarely be translated literally, and this fact is especially noticeable in translating Virgil. If the RECORD would give us, each month, some hints on the more difficult passages in Book I., in addition to the scheme proposed above, it would confer a boon upon many a one who has to drag out a mere existence as a Backwoods

ELEMENTARY TEACHER.

*To the Editor of the EDUCATIONAL RECORD :*

DEAR SIR,—For several years the educationists of the Dominion have been looking forward to the production of a new text-book of Canadian history by a competition established for the purpose. The preliminary arrangements are now complete, the money required (\$2,000) having been subscribed by the provinces.

Competing authors will write with permission from the Dominion Committee. The other conditions of competition may be known on application to the secretary.

The author of the best book shall be awarded a royalty of 10 per cent. of its retail price. As there are over 16,000 public schools to use the work, the prize will be one of great value. Authors of the next four manuscripts of merit will receive \$200 each.

The Dominion Committee begs to inform intending writers that it is now prepared to consider applications for permission to write, and that it will receive manuscripts up to January 1, 1895.

The promoters of this movement to have the history of Canada written from a Dominion instead of a Provincial standpoint, as at present, and suitably for general use in all Canadian schools, irrespective of creed or nationality, are actuated by a wish to inspire the boys and girls of the Dominion with a true sense of the nobility and grandeur of the heritage of Canadians, and so to help to create and maintain a unity of patriotic sentiment. In furtherance of that design they solicit the press of Canada, and especially educational journals, to keep the present competition for a time before the public.

W. PATTERSON,

*Secretary Dominion History Committee.*

Royal Arthur School, Montreal, June 26, 1893.

—The following has been sent to us as a memorandum of instruction to competing authors for the Dominion History about to be published by Mr. W. Patterson, Secretary of the Committee on Canadian History :

1. Writers intending to compete for prizes in the Dominion History competition shall do so with permission from the Dominion History Committee on Manuscripts.

2. Any one may apply for permission to write up to 1st of January, 1894, and not later, unless further extension is allowed by the committee.

3. The names of applicants shall be held in confidence. Only those of competitors who win prizes will in due time be made public.

4. In applying for permission to compete, writers are recommended to submit proofs of their ability.

5. The secretary shall inform applicants who are not considered qualified to write that they will not be required to write.

6. The book shall be written from a Dominion and not from any Provincial standpoint. What is purely provincial shall be repressed, and what is of Dominion interest made prominent.

7. The book shall present the histories of all the provinces as nearly as possible concurrently, and show, too, the points of historical contact and similarity between the provinces from their earliest period.

8. The book shall describe the rise and growth of interests converging towards Confederation, and shall detail the prominent events since Confederation.

9. The book shall be, as far as possible, specially adapted for the public schools of all the provinces and for advanced pupils.

10. It shall be adapted for all schools, irrespective of creed or nationality.

11. Authors are recommended to trace the influence of province upon province, whether in times of war or in the agitations for constitutional reform.

12. The waves of sympathy that passed over the provinces from time to time, and the community of interest that arose and existed between them, especially during troublous periods, should be noticed and described.

13. Wherever the histories of different provinces are interwoven through community of interest, the events of such periods and their causes should be detailed.

14. The common external influences that operated upon the provinces shall be portrayed.

15. Competing authors shall indicate with what maps and portraits the book shall be illustrated.

16. It is expected that the book shall not exceed 400 octavo pages, long primer type.

17. At least four copies, type-written, must be submitted by each author for the consideration of the committee.

18. The Dominion History Committee on Manuscripts shall receive manuscripts up to January 1st, 1895.

19. The successful competitor shall be allowed the usual royalty of 10 per cent. on the retail price on all books sold. Authors of the next four manuscripts of merit shall receive \$200 each.

20. The Dominion History Committee on Manuscripts shall have the right of appropriating suggestions found in submitted manuscripts

and may use the same at its discretion to have the manuscript which obtains the royalty amended or otherwise changed.

21. The author of the manuscript considered most satisfactory shall, at the discretion of the committee, amend, add to, or eliminate portions of his work.

22. The said committee shall be the sole judges of the manuscripts submitted, and shall not be bound to accept any not possessing in its opinion sufficient merit.

23. The secretary shall circulate in printed form for the guidance of competing writers, as soon as possible, a statement of the general principles by which the committee shall be guided in judging as to the merits of submitted manuscripts.

24. During the time which will elapse before writers shall receive the said statement of principles referred to in article 23, they are recommended to be collecting material and otherwise preparing for their work.

GEO. W. ROSS, *Chairman,*

*Dominion Committee on Canadian History.*

### THAT FALLACY.

*Editor of "School Education" :*

In the June number of *School Education* I notice an article headed "Point Out the Fallacy," in which it is shown that any two numbers may be proved equal by the ordinary process used in solving affected quadratic equations. To illustrate more clearly, let us solve the following problem :

$$(1) \quad x^2 - 15x = -54$$

$$(2) \quad x^2 - 15x + \frac{225}{4} = -54 + \frac{225}{4}$$

$$(3) \quad x - \frac{15}{2} = \pm \frac{3}{2}$$

$$(4) \quad x = 9, \text{ or } 6,$$

a conclusion contrary to common sense. I shall try to point out the fallacy of this problem, which, by the way will also set Mr. Ross aright. Notice that the sign of equality, =, as in (3) and (4) must not be treated as representing the words "equal to," but as representing the word "represent."

In Section 46 of Robinson's *New Elementary Algebra* is an axiom which states that like roots of equal quantities are equal. But it seems to me that we have no right whatever to make such a statement. It happens often that the roots of two equal quantities are equal (that is roots of same kind); but this is due to other facts. Take, for example,  $36 = 36$ . Extract the square root of both numbers so that one is positive, the other negative. The answers are 6 and—6. Now, in order to get these quotients, we must divide the two 36's by 6 and -6, respectively, and, if we then treat "=" as representing "equal to," it follows that the opposite of the axiom, "If equals are divided by equals the quotients are equal," is faulty. Consequently if this be the case, the so-called axiom is no axiom at all. Either this axiom or the one previously mentioned is faulty, and, if I were sure of having a just conception of the first-mentioned one,



I should not hesitate to pronounce it to be wrong. Of course, it may be a question as to what the word "like" means in this axiom.

It must be remembered, that every quadratic equation (affected) has two roots unequal in numerical value, except when  $b + a^2 = 0$ ; that two or more numbers which fulfil a given condition are not necessarily equal; that "represent" and "equal" are not synonyms.

In the problem which Mr. Ross sets forth, 7 is not equal to 2, but represents 2. It would be of interest and of advantage to all of us, if some one would investigate as to the truth or falsity of the axiom, "Like roots of equal quantities are equal."

Hoping to see this fully discussed through the columns of your paper, I remain,  
 Yours respectfully, JOHN O. EVJEN.

### LETTER FROM A COUNTRY TEACHER.

(The following is an extract from a letter received some time ago by the editor of this department from a country teacher and it illustrates so well what may be done in elementary science that its publication may help others.)

"In the last part of July I commenced to collect caterpillars and now I have twenty different varieties put up in dilute alcohol in small glass vials, one kind in each. I could not preserve the hairy ones, for the hair would lose its color and fall off. Most of the others have not changed color.

I kept some and fed them on the kind of leaves they would eat. Most of them wanted either hazel, oak or willow leaves. I also found some on grape vines and these would not eat any other kind of leaves. Several kinds showed no preference between oak and hazel leaves. As a rule, those that would eat one kind would eat the other, if they had to try it, even if they did not like them as well.

I found it interesting to study not only the appearance but the nature and habits of these little insects in their preparatory stage. It is curious to see how each kind of caterpillar has its own habit of eating, of crawling, of defending itself and of preparing itself for a higher scale of life. Some do not object much if a person comes around, others drop from the branch in the hope that no one will find them on the earth below and still others hold fast with all their might and sit for half an hour as though they were dead, thinking, like little children, that if they see nobody, nobody sees them.

Three kinds of the caterpillars I fed turned to butterfly chrysalides. One kind ribbed alternately with yellow and black, turned to a green, smooth, silver spotted chrysalis. Of five such chrysalides, it took the first one eleven days and the last one twenty-one days to hatch. They turned to common, red, black striped butterflies (I have not learned the scientific name). Another kind was found on a willow tree. There were hundreds of them, but I took only seven, and when I noticed a few days later, all those on the tree had vanished. Two that I took I put in alcohol, while the other two turned to chrysalides, which were rough, having rows of sharp points along both sides.

The chrysalides were dark-gray in color, and one which I killed in alcohol appears the same to-day as when alive. The caterpillars were black, covered all over with sharp prickles about an eighth of an inch long. The butterflies were brownish black with a yellow band along the edge of the wings. The butterflies came out the latter part of September. The third kind was found on the tame parsnip about the middle of August. These, like the first mentioned, were also ribbed, black and yellow alternately, but they differed in general appearance as well as in habits. The first kind had long black antennæ which these seemed to lack, being very smooth on the head. If they were suddenly disturbed in their innocent work of stealing my parsnips, which they called theirs, they just as suddenly opened a big crack on the top of their heads and out came two pink fleshy antennæ sending a disagreeable odor in the air. These looked like the feelers on a snail and could be extended and contracted in the same way. If they were but little disturbed, they pushed these antennæ out only a short distance and then drew them in and closed the opening. I did not feel like disturbing them much, for I did not like the odor, so I always handled them carefully and thus had very few chances to observe this peculiar habit. These larvæ turned to chrysalides the first of September. The others here described hung with their heads down, but these fastened themselves to the stick with their heads up. In order to do that, they spun a noose from the stick and around the body. Here they must hang all winter, but they would like to peep out and see the world sooner, were it not that Mr. Jack Frost fenced them in with lock and bar in his snow palace. They must stay until the April sun comes and gives them relief from their bondage. I obtained four of the form that hang with their heads up and kept them out of the reach of Frost's long arms. They all turned to chrysalides the same day, and, since I kept them under the same conditions of heat and cold, I thought they would hatch the same day, but they did not. One hatched December 30, another December 31, the third a week later, and the fourth seems to intend to wait until the crocuses bloom.

These butterflies are raven black, with two rows of yellow dots along the edge of the wings.

I had two kinds of caterpillars that made cocoons. The largest of these was over six inches long and about as large around as one of my fingers. I had two of this kind and fed one of them for six weeks on hazel leaves. When it was ready to spin, I locked it in a spoon holder and there I could look through the glass and watch it spinning. Its cocoon was pointed at both ends and about four inches long. The chrysalis was velvet black and about one and three fourths of an inch long.

I have several kinds of moth chrysalides which I am keeping and hope they will all hatch before Spring."

Cannon Falls.

HANNAH NELSON.

*To the Editor of the EDUCATIONAL RECORD :*

MR. EDITOR,—The only excuse I have for enclosing you the Memo. regarding reduced fares to the Convention is that every year we have so many new teachers coming to the Convention who have never had anything to do with the railway certificates, and do not know how to get the benefit of the reduced fare. Please publish it in the RECORD, so that if we can save time, trouble and money to any I shall be amply repaid for copying out a part of our arrangement with the railway companies.

Yours respectfully, C. A. HUMPHREY.

*Sherbrooke St. School,*

Montreal, 6th Sept., 1893.

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#### MEMO. REGARDING REDUCED FARES TO THE CONVENTION.

Reduced fares will be granted to delegates and their wives when accompanying them to the Convention, on arrangements with the General Passenger Agents of the different railways, at *one first-class fare and one-third* for round trip, if fifty or more attend.

#### *How to Get the Reduction.*

Delegates must purchase first-class full fare one way tickets while travelling to the meeting, and obtain a receipt on standard certificate for the purchase of ticket from agent at starting point within three days prior to date of meeting.

The registrar will then fill in the certificate at the Convention, and the ticket for the return trip will be issued for *one-third fare* upon the presentation of the certificate to the ticket agent at place where Convention is held, *at least ten minutes prior to time train is due to leave.*

A standard certificate will be supplied free by the agent only from those whom the ticket for the going journey is purchased.

### **Books Received and Reviewed.**

ELEMENTARY LATIN GRAMMAR, by Dr. Henry John Roby and Dr. A. S. Wilkins, and published by the Messrs. MacMillan, London and New York. This book, which is intended as an introduction to Dr. Roby's larger grammar, has within its conciseness all that a pupil requires before entering upon his college work. It is a marvellous compendium, though it is somewhat marred as a memorizing agency in its case arrangement. The omission of the vocative is an innovation that will not last long, while the spreading of the good old rule of the genitive and ablative of place over the paradigm of each declension is simply a piece of pedagogical affectation.

THE PRANG PRIMARY COURSE IN ART EDUCATION, by Miss M. D. Hicks, Directress of the Prang Normal Art Classes, and Miss Josephine C. Locke, Supervisor of Drawing, Chicago, and published

by the Prang Educational Company, Boston. Leaving out the higher aim of this book, the teacher who examines it will be able to form an excellent idea of the educative power there is in the teaching of drawing. Those of our readers who are not subscribers to the *School Journal* or the *Teachers' Institute* should send for a copy of this work. The hints about black-board illustrations and their actual production will amply repay them ; besides the principles of the study of form is something every teacher ought to know, and these this neat little volume elucidates in a series of very attractive lessons.

A PRACTICAL COURSE OF ENGLISH COMPOSITION, by Mr. Alphonse G. Newcomer, of the Leland Stanford Junior University, and published by Messrs. Ginn & Co., Boston. This book is devoted to the practice of Composition more than to the theory, and as such will be of great service in our high schools and academies. The realizing on the memorizing of grammar rules and principles is what the book provides for, and there are few educationists who will not say that it is time to provide for such a process. The practice of extract reproduction is a healthy one and should be encouraged. An extract should be read *every day* as a training for sentence making and the proper utterance of thought. This book will come in as a supplement to such a process.

THE PRINCIPLES OF ELEMENTARY ALGEBRA, by Prof. N. F. Dupuis, M.A., F.R.S.C., of Queen's University, Canada, and published by the Messrs. MacMillan & Co., New York and London. This book is intended as an intermediate text-book, a stepping-stone to assist the student in passing from the stage of the beginner to the sphere of the accomplished algebraist. The teacher will find the work an excellent help to him in finding out the principles which are the foundation of algebra. After the study of such a book, there will no longer be a conjuring with  $x$  and  $y$  as in the school-room, as if they meant nothing but mere glyphs. The reputation of Prof. Dupuis is sufficient in itself to recommend the book.

ARNOLD'S ENGLISH READERS, published by Edward Arnold, 37 Bedford Street, Strand, London, England. Of the former books of this series we have received we cannot but endorse the opinion with which they have been universally received. The selections and illustrations are not only interesting reading for young people, but the word exercises, summaries and dictation extracts, with drill in grammar and composition are all that could be desired by the careful teacher.

LA CIGALE with English notes, published by Messrs. Ginn & Company, Boston, is another of their French reading books which the young student will prize.

FRENCH DIALOGUES, a systematic introduction to the grammar and idiom of spoken French, by Dr. J. Storm, of the University of Christiania, and published by Messrs. MacMillan & Co., London. The students who desire to practise their French in idiomatic phrase

should secure a copy of this excellently arranged work. The exercises have been arranged by a teacher whose experiences have been with the natural method.

PRACTICAL LESSONS IN ENGLISH, by Miss Mary F. Hyde, and published by Messrs. D. C. Heath & Co., Boston. This text-book, though conceived in the right spirit is not advanced enough for the pupils for whom the compiler professes to have prepared it. It will be of service in the lower grades as a supplement to the exercises of the reader or to those of our readers that have no exercises in composition at the end of each lesson. The analysis of a sentence which conveys some dignity of thought is just as easy as the analysis of such sentences as "trees have roots, and the days are cold;" but Miss Hyde does not seem to realize this in her selections.

PRIMARY LATIN BOOK, by Adam Carruthers, B.A., Classical Master of Toronto Collegiate Institute, and J. C. Robertson, of Toronto Junction High School, and published by William Briggs, Toronto. We feel that Messrs. Carruthers and Robertson have made a sensible experiment in preparing this book for our schools. A new departure in the matter of Latin grind has long been desired, and while the idealists have been going into ecstasies over the new pronunciation, as they call it, it is refreshing to find two practical teachers busying themselves with the realism of the language, and making smooth the rough places of the process of construing. We heartily recommend the book to our readers.

EXERCISES IN EUCLID, by William Weeks, of Exeter Training College, and published by Messrs. MacMillan & Co. The classification and graduation of Todhunter's exercises have always been praised, and yet Mr. Week's little book may readily find a scope for itself even where Todhunter is a favourite. The teacher will find many surprises for himself as well as for his pupils in this fine compilation.

HINTS FOR LANGUAGE LESSONS, and Plans for Grammar Lessons, by Dr. J. S. MacCabe, M.A., of the Ottawa Normal School, Canada, and published by Messrs. Ginn & Co., Boston. As a series of excellent suggestions, Dr. MacCabe's little book will take its place at once in our school-work. No teacher should be without a copy of it, as every lesson in it has been proved by the experiment of one of our ablest teachers and cannot but be useful.

THE CLASSIC MYTHS in English Literature, edited by Professor C. M. Gayley, of the University of California, and published by Messrs. Ginn & Co., Boston. The above work has been prepared for the students of the English Classics, but the general student will find it one of the best books of the kind which has ever been published, being a sort of combination of Gray's *Classics for the Millions*, and Smith's Classical Dictionary with a rich store of quotations from English poets and versifiers. No better selection could be made for our school libraries in the Province of Quebec. The illustrations and maps are all that can be desired.

**Official Department.**

## THE PROTESTANT CENTRAL BOARD OF EXAMINERS.

Names of candidates who obtained diplomas in July, 1893, arranged in alphabetical order.

## FIRST CLASS ACADEMY DIPLOMA.

Curry, B.A. ; Edward L.

## SECOND CLASS ACADEMY DIPLOMAS.

Bacon, B. A. ; Fred'k John Abney. Pyke, B. A. ; John Burke.  
Keller, James Henry. Rowat, Donald.

## FIRST CLASS MODEL SCHOOL DIPLOMA.

Lothrop, Persis Jeanette.

## SECOND CLASS MODEL SCHOOL DIPLOMAS.

Allen, Anna Estella.	Mewhort, Sarah Louise.
Ames, Florence Helen.	Moe, Margaret.
Balfour, Sarah Henrietta.	McDonald, Annie C.
Blair, Cora Gregg.	McKenna, Mary Margaret.
Buchanan, Margaret.	MacNaughton, Wm. Gilbert.
Chalmers, Maggie Maude.	Patterson, Susan Anne.
Corcoran, Annie Isabel.	Pettes, Dean H.
Davidson, May Ruperta.	Plaisance, Persis.
Dyke, Carroll D.	Richards, Susan Mary Caroline.
Fordyce, Walter Judson.	Ross, Eva Rexford.
Giles, Margaret Henrietta.	Ryan, Wm. Arthur.
Gillespie, Frances Mary.	Sangster, John Alexander.
Heath, Edith Maud.	Scott, Hannah Margaret.
Henderson, Ernest H.	Smith, Fred Ernest.
Hovey, Erle Fremont.	Spencer, Carrie Minella.
Howard, Mary Gertrude.	Stevens, Louisa Sophia.
Hudson, Harry Percival.	Sutherland, Catherine Anne.
Jackson, Ella Victoria.	Thistlethwaite, Harriet B.
Jones, Hattie R.	Thompson, William James.
Jordan, George Arthur.	Topp, Jeannie Anne.
Lewis, Eva Jane.	Vaughan, Frederick W.
Lloyd, Amy Kate.	Welch, Sallie Maud.
Mackenzie, Christie.	Wheeler, Nellie Theodosia.
Marston, Clarissa Irene.	Whitcher, Herbert Ernest.
Meiklejohn, Anna May.	

## FIRST CLASS ELEMENTARY DIPLOMAS.

(Granted without examination, on the ground of success in teaching, to teachers holding second class diplomas.)

Armstrong, Eliza D. C.	Sample, Alma J.
Bradley, Nettie.	Smylie, Lila J.
Bridgette, Eliza Jane.	Symington, Agnes Crawford.
LeGallais, Mary C.	

## SECOND CLASS ELEMENTARY DIPLOMAS.

(Elementary candidates marked with a star have passed in French, algebra and geometry.)

*Allen, Nettie Adelaide.	*Haines, Mary Louise.
Abercrombie, Ethel Alma.	*Hall, Sarah Isabella.
Armstrong, Jane.	Hammond, Isabella E.
Armstrong, Isabella.	*Hayes, Florence Ethel.
Ballantine, Agnes Ann.	*Hodgins, Nina Gertrude.
*Bechervaise, Beatrice E.	*Hopkins, Cora Belle.
*Blake, Nellie G.	Horner, Mary A.
*Boomhower, Alma Lilian.	Humphrey, Fred. Charles.
*Boyd, Helen Jessie.	*Jackson, Beatrice Gertrude.
Bridge, Lucian Edson.	*Jebb, Lillian Jane.
*Buckland, Esther E.	Kathan, Marion Alice.
*Call, S. Lillie.	Keays, Annie.
*Calver, Sarah Annie.	*Kezar, Maud Lillian.
*Cameron, Maud.	Kettye, Clara.
Chadsey, Grace R.	*King, Mary A.
*Christie, Theodora.	Lagrove, Eva.
*Colton, Gula Ann.	*Languedoc, Mary Jane.
Cotton, Mary Stuart.	*LeGallais, Fred.
*Cowling, Minnie S.	Little, Nellie.
*Craik, Janet Clemy.	Little, Carrie May.
*Cruchet, Perside E. L.	*Magwood, Ellen Jane.
Devenny, Lois L.	*Maither, Mary Louise.
Dixon, Florence.	*Martin, Nellie Alberta.
*Dumvill, Martha Jane.	*Milford, Beatrice Alice.
Doherty, Elspeth Eunice.	*Morrill, Hattie Maude.
Edey, Ethel Nancy.	McCulloch, Jennie Dale.
*Edgar, Alice.	*McDougall, Mary Jane
*Edwards, Florence Helen.	*McEwen, Maggie,
Farwell, Clara Louisa.	*McMillan, Catherine Kerr.
Fleming, Hattie Louise.	*McMoline, Emily.
Franklin, Nellie May.	*McNair, Georgina Mary.
*Fraser, Maggie Jane.	*McRae, Laura.
*Galer, Mary Emeline.	*McVeay, Susan Louisa.
*Gilker, Edith Lucy Ann.	*Norris, Carrie Winifred.
*Gilker, Agnes Maria Cuthbert.	Orr, S. L. Nellie.

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|--------------------------------|-----------------------------|
| *Parker, Daniel L.             | Stackhouse, Persis Lydia.   |
| *Parsloe, Elizabeth Mary.      | *Stalker, Edna.             |
| *Patterson, William Edwin      | *Stephens, John Grongar.    |
| Pellerin, Phylinda.            | Stepleton, Eliza Ann.       |
| *Phelps, Blanche.              | Stevens, Hattie May.        |
| *Pickel, Laura Bernice         | *Teeson, Lilian.            |
| *Pickle, Esther.               | *Thompson, Margaret.        |
| *Pocock, Charles.              | *Toof, Lizzie M.            |
| Reeves, Eleanor.               | *Traver, Tina Ethel.        |
| *Reid, Emma Isabella Jane.     | Walbridge, Helen.           |
| *Rennie, Elizabeth.            | *Walker, John J.            |
| Rodger, Janet H.               | *Warcup, Edith E.           |
| *Rowe, Anna S.                 | Warwick, Clara Ida.         |
| *Russell, Esther Eleanor.      | Watchorn, Jennie S.         |
| Samson, Edith Elizabeth.       | *Watson, Inez Islay.        |
| Sanders, Lillian Ellen.        | *Whitney, Agnes Mary.       |
| *Sangster, (née Mortson) Alice | Whyte, Margaret.            |
| Scully, Margaret Alice.        | *Willard, Alberta May.      |
| *Shearer, Janet Allan.         | Woods, Lucy Blanche.        |
| *Sherwood, Katie L.            | *Woodside, Eliza Ann.       |
| *Sisco, Mabel Maria.           | *Woodside, Jennie Thompson. |
| Smith, Amelia.                 | *Woolsey, William John.     |
| Smith, Mary Melissa.           | Worby, Myra, Augustie.      |
| *Smith, Edith.                 | *Young, Edith A.            |
| *Solomon, Marion Amelia.       |                             |

## THIRD CLASS ELEMENTARY DIPLOMAS.

(Valid for one year only.)

(These candidates will be entitled to second class elementary diplomas upon passing a satisfactory examination in one or two subjects in July, 1894.)

- |                              |                            |
|------------------------------|----------------------------|
| Anderson, Mary Annie.        | Hastings, Ivy Myrtle.      |
| Atkinson, Clarinda Jane.     | Heath, Minnie Gertrude.    |
| Bachelor, Mabel.             | Hicks, Julia A.            |
| Black, Grace Ethelwin.       | Howatson, Margaret Lilian. |
| Bradford, Charlotte Belinda. | Husk, Dora Sarah.          |
| Brown, Bella Wight.          | Jack, Isabella.            |
| Catton, Elizabeth.           | Jamieson, Lizzie.          |
| Corrigan, Isabella Agnes.    | Johnson, Emily Amelia.     |
| Davis, Laura A.              | Knight, Effie Almira.      |
| Dresser, Annie M.            | Le Baron, Annie Olive.     |
| Edey, Emily Jane.            | Lee, Ethel Esther.         |
| Elliott, Elizabeth Ann.      | Le Roy, Maud Motherwell.   |
| Fairservice, Mary A.         | Lindsay, Cora Blanche.     |
| Farmer, Nellie Mabel.        | Loynachan, Elizabeth.      |
| French, Bertha May.          | Mitchell, Mahala Edith.    |
| Hall, Jessie Marion.         | Munroe, Mary Margaret.     |
| Harvey, Dora.                | McCullagh, Annie Eleanor.  |



McEachern, Marion M.	Sever, Agnes Jane.
McKenzie, Annie Margaret.	Silver, Cora Mildred.
McKillop, Hannah.	Simons, Julia Florence.
McMurray, Annie May.	Smart, Amelia Jane.
Patton, Jessie Meikle.	Terry, Florence Ada.
Philbrick, Alice Frank.	Thompson, Robert James.
Rennie, Jennett H.	Thompson, Minnie.
Riddle, Rosanna Jane.	Thomson, Mabel Alma.
Ross, Christina.	Whitehead, Marion.
Roy, Annie Salome.	Wills, May.
Russell, Alice.	Wood, Ellen A.

### THIRD CLASS ELEMENTARY DIPLOMAS.

(Valid for one year only.)

Anderson, Rebecca M. J.	Johnston, Clara Milinda.
Bogie, Edith Mary W.	Lusk, Howard.
Burton, Elizabeth Mary.	Marston, Fannie Matilda.
Campbell, Sarah.	Mooney, Maude Geraldine.
Day, Mary Emma B.	Mooney, Jessie Estella.
Erwin, Almina.	McBain, Elizabeth.
Hall, Maud.	McLean, Margaret Barbara.
Hussey, Maria Lucinda.	Oliver, Mary Elizabeth.
Jamieson, Minetta Alice.	Thacker, Elizabeth.

### GENERAL SUMMARY OF RESULTS.

Candidates.		Diplomas granted.	
Men .....	38	Failures .....	47
Women.....	275	1st Academy.....	1
	<u>313</u>	2nd " .....	4
		1st Model School.....	1
For 1st Academy.....	1	2nd " " .....	49
" 2nd " .....	10	1st Elementary.....	8
" 1st Model School.....	1	2nd " .....	119
" 2nd " " .....	98	3rd " .....	56
" 1st Elementary.....	8	3rd " .....	28
" 2nd " .....	195		
	<u>313</u>		
Total.....	<u>313</u>	Total.....	<u>313</u>

		Partial Failures.	
For Optional Subjects.....	136	Elementary diplomas granted to candidates for Model.....	33
" Supplementals.....	34	Elementary diplomas granted to candidates for Academy..	2
		Model diplomas granted to candidates for Academy....	1

## NOTICES FROM THE "OFFICIAL GAZETTE."

1st February.—To detach from the municipality of Clifton, in the county of Compton, the following lots: Nos. 1, 2, 3 and 4 of the eleventh range, and the lots Nos. 1 and 2 of the tenth range, of the township of Clifton, and annex the same, for school purposes, to the municipality of Barford, county of Stanstead.

—To appoint a school commissioner for the municipality of Westbury, county of Compton.

His Honor the Lieutenant-Governor has been pleased, by order-in-Council dated the 14th of March last (1893), to detach from the municipality of St. Prosper, in the county of Dorchester, ranges eleven, twelve, thirteen and fourteen of the township of Crambourne, and ranges one, two and three of the township of Watford, southwest part, same county, which form the mission of St. Benjamin, and annex them to the municipality of Crambourne, same county, for school purposes. This annexation to take effect only on the 1st of July next (1893).

His Honor the Administrator of the Province has been pleased, under date 28th March (1893), to appoint a school commissioner for the municipality of St. Laurent of Métapédia, county of Bonaventure, and one for the municipality of Ile Pérrot, county of Vaudreuil.

29th March.—To appoint a school commissioner for the village of Etchemin, county of Levis.

15th April.—To change the limits of the school municipalities of Ste. Thérèse, county of Terrebonne, and Ste. Monique, county of Two Mountains.

19th April.—To erect a distinct school municipality under the name of Echourie, county of Gaspé.

26th April.—To appoint a school commissioner for the municipality of St. David l'Auberivière, county of Levis.

3rd May.—To appoint Mr. Elias W. Beardsley school commissioner for the municipality of Brome, same county, to replace Mr. H. N. West, absentee.

4th May.—To erect a new school municipality under the name of the Village of St. Joseph, county of Beauce.

—To erect a distinct school municipality for the Roman Catholics only, under the name of St. François Xavier of Shefford, county of Shefford.

5th May.—To erect a distinct school municipality for Roman Catholics only, under the name of St. Marguerite of Brown's Gore, county of Argenteuil.

10th May.—To erect the following distinct school municipalities: St. Gédéon de Marlow, county of Beauce; St. André, county of Lake St. John; Pointe à Boisvert, county of Saguenay; and La Rivière Beaudette, county of Soulanges.

3rd June.—To appoint Mr. Frank J. Hart, of the city of Montreal, a Roman Catholic school commissioner of the city of Montreal, in the place of Frederic L. Beique, esquire, advocate, whose term of office is expired.

—To detach from the school municipality of the township of Stanstead, county of Stanstead, the territory known by the name of Rock Island, and to erect it into a distinct school municipality, under the name of “Village of Rock Island,” with the same limits as are assigned to it by the proclamation of the 19th of May last (1892). This erection to take effect only on the 1st of July next (1893).

5th June.—To appoint Mr. George Lampson to the office of commissioner of the Protestant schools for the city of Quebec, to replace Mr. William Brown, whose term of office expires on the 1st of July next.

—To change the limits of the school municipalities of St. Urbain and St. Hilarion, county of Charlevoix.

22nd June.—To change the limits of the school municipalities of St. Michel d'Yamaska and St. François du Lac, county of Yamaska; also the limits of the following school municipalities: Notre Dame de la Victoire and St. Henri, county of Levis; St. Athanase and St. Gregoire, county of Iberville.

23rd June.—To erect three distinct school municipalities under the names of La Rivière des Prairies and Parish of la Rivière des Prairies, county of Hochelaga; and St. Thomas d'Aquin, county of St. Hyacinthe.

On a report of a committee of the Honorable Executive Council, dated the 30th of June, 1893, approved by the Administrator of the Province, on the 1st July, 1893, the township of Preston, county of Ottawa, has been erected into a school municipality, under the name of “Preston,” with the same limits which are assigned to it by the proclamation of the 27th of June, 1892.

Also lots numbers 6 to 33 inclusive, of the third range, and lots 1 to 33 inclusive, of the fourth range, have been detached from the school municipality of Saint Philomène, of Egan township, county of Ottawa, and erected into a distinct school municipality, under the name of “West Egan.”

Also there has been detached from the school municipality of Notre Dame de Grâces West, in the county of Hochelaga, to annex them to that of “Turcot Village,” in the same county, part of numbers 180, 181 and 184, bounded on the north by the Grand Trunk Railway, and numbers 185, 186 and 187, bounded on the north by the road of the Coteau Saint Pierre or Lachine road, for school purposes, and the order in council of the 2nd of October, 1891, has been amended accordingly.

Also the first twelve lots of ranges 2, 3 and 4 of township Hocquart, and the first nine lots of ranges 5 and 6 of the same township, have been detached from the municipality of Saint Cyprien, in the county of Témiscouata, and annexed to the school municipality of Saint Hubert, in the same county.

Also lots 176, 176A and 176B, of the cadastre of the parish of Montreal, have been detached from the municipality of Coteau Saint Pierre, county of Hochelaga, and annexed for school purposes, to the municipality of Cote Saint Luc, in the same county.

Also the canonical parish of Saint Armand West, in the county of Missisquoi, with the following limits, to wit: bounded on the north by the township of Stanbridge, on the south by the State of Vermont, on the east by the boundary line which divides Saint Armand East from Saint Armand West, at the east of Pigeon Hill, on the west by the Missisquoi Bay, has been erected into a distinct school municipality, for Roman Catholics only, under the name of "Saint Armand West."

Also lots numbers 11, 12, 13, 14, 15, 16, 17, 18 and 19, of the twelfth range of the township of Wickham, have been detached from the municipality of Wickham West, county of Drummond, and annexed to the school municipality of Saint Theodore of Acton, county of Bagot, less the part of the lot No. 14, now occupied by F. X. Plante; the part of lot No. 16, occupied by Louis Roberge; and the part of the same lot No. 16, occupied by Exilia Houle, which will continue to form part of the school municipality of Wickham West.

His Honor the Administrator of the Province has been pleased, by order in council, dated the 7th of July instant, 1893, to appoint Mr. Gaspard Lemoine to the office of commissioner of Catholic schools for the city of Quebec, to replace Mr. E. J. Angers, N.P., whose term of office has expired.

8th July.—To revoke the order in council dated 9th of January, 1874, and to detach from the school municipality of Yamachiche, in the county of Saint Maurice, the part of territory situate on the north of the river Yamachiche, and extending from the property of Zoel Bourassa inclusively, to the limits of the municipality of Yamachiche, and to annex it to the municipality of Saint Barnabé, in the same county, the territory described in 47 Victoria, chapter 40, of 1874, not included. To take effect only on the 1st July, 1894.

15th July.—To appoint a school commissioner for the municipality of St. Joseph of Ham South, county of Wolfe.

20th July.—To erect into a school municipality, under the name of "Saint Blaise," the new parish of Saint Blaise, county of Saint John, with the same limits which are assigned to it by the proclamation of the 6th of October last, 1892. This erection to take effect only the 1st of July, 1894.

—Also to erect into a school municipality, under the name of “Saint Abdon,” in the county of Dorchester, the territory described as follows, to wit: in township Ware, bounded on the north-west by river Etchemin, which separates the said township Ware from the township of Standon, on the south-west by the school municipality of Sainte Germaine, on the south-east partly by the line which separates lot No. 10 from lot No. 11, primitive division, in the VI. and VII. ranges, and partly by township Langevin, in ranges VIII., IX., X., XI., XII., XIII. and XIV., and on the north-east by township Roux, in the county of Bellechasse, which territory thus described and bounded comprises within its limits Nos. 407 to 434 inclusively, and 471 to 560 also inclusively, of the cadastre of the said township Ware.

12th August.—To appoint a school commissioner for the municipality of St. Rose village, county Laval; one each for the municipalities of St. Francois Xavier and St. Luce, counties of Shefford and Rimouski; and two commissioners for the municipality of St. Perpétue, county of Nicolet.

18th August.—To appoint a school commissioner for the municipality of St. Samuel of Gayhurst, county of Beauce.

28th August.—To erect into a distinct school municipality, under the name of “Saint Ludger,” the township of Risborough, county of Beauce, with the same limits which are assigned to it as such township. This erection is to take effect only the 1st of July, 1894.

31st August.—To appoint two school commissioners for the municipality of St. Henri de Péribouka, Lake St. John.

2nd September.—To re-appoint the Rev. D. H. MacVicar a member of the Protestant Board of School Commissioners for the City of Montreal.

8th September.—To re-appoint Mr. Joseph Lodge school trustee for the municipality of Kingsey, county of Drummond.

His Honor the Lieutenant-Governor has been pleased, by an order in council, dated 11th September instant, 1893, to detach from the municipality of Saint Jérôme, county of Matane, the following cadastral lots, to wit: in the second range, from and including lot No. 362 to No. 388 inclusively; in the third range, from and including lot No. 547 to No. 557 inclusively; in the fourth range, from and including lot No. 559 to No. 574 included, and annex them, for school purposes, to township “Tessier,” in the same county. This annexation to take effect only on the 1st of July next, 1894.

—To appoint a school commissioner for the municipality of Haut de la Cote St. Louis, county Jacques Cartier.

8th September.—To appoint two school commissioners for the municipality of St. Justin, county of Maskinonge, and three school commissioners for the municipality of St. Désiré du Lac Noir, county of Megantic.

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**Articles : Original and Selected.**

LITERATURE IN A SMALL WAY.

The following is a paper read before one of the many teachers' gatherings on the other side of the line ; and though there is a seeming exclusiveness in the matter of the selections brought before the attention of the children, there is a suggestion in the method pursued which our teachers would do well to adopt in interesting very young folks in the literature of our Reading Books.

About three years ago, wishing to have a talk about the president of our country I asked my class of little ones "Who is the greatest man you know of?" Many and varied were the answers. Some declaring in favor of Supt. Kendall, who was superintendent at the time, others thought Mr. Fee, our truant officer. One little fellow fairly danced with a consciousness of superior knowledge as he boldly came out for "Jesse James." I was surprised ; but, curious to know how deeply the admiration was seated. I led him on to tell me what he knew of his hero. I found he was very well posted indeed on "Jesse and his pards," and evidently there was a full fountain somewhere at which he was at liberty to drink his fill. He had a big brother who read big books and then told him the stories. And the big brother and his "pard" had a room in the barn where secret meetings were held, and there was a *whole shelf* of books. And so little Frank, eight years old, was stocking his mind with,

and developing a taste for a class of literature that would certainly bring him into trouble some time and spoil his life.

It gave me food for serious thought, and after discarding several plans I determined to follow this one: I would become the big brother's rival, and endeavor to develop a taste for good reading and good authors, and lead him to see things truly *noble, great and good*; I would devote fifteen minutes each day to this work. I began with a little poem by T. B. Aldrich, "Marjorie's Almanac," beginning—

"Robin in the treetops,  
Blossoms in the grass,  
Green things are growing  
Everywhere we pass," etc.

It is very pretty, and simple enough for small children to understand. I wrote it on the board, one verse at a time, scattering among the words with colored chalks, little illustrations suggested in the lines. Of course we talked about it a great deal, and the more we analyzed it the fonder we grew of it. When we had learned it I brought out a picture of the author, which I had cut from an educational paper, and had pasted on a large sheet of manilla paper tacked to a stick, and which we now called, "our author chart." We learned a few facts about him, such as: He has blue eyes, is not very tall, likes children and writes pretty verses and stories for them, lives in Boston, was born in 1845.

Next we happened to take up Stanley, because a boy brought a very good picture of him and knew something about his work, and wishing to encourage this search for authors I honored him by adding the picture he had brought, to our chart, and we learned something about the great explorer's work.

Next we looked up, "The Little Sandpiper," a poem by Celia Thaxter. We did not commit this to memory but read it, that is, I read to them, and we talked about it. We closed our eyes and dreamed of the sandy beach, the lowering clouds, the piercing cry of the bird, the ships far out on the horizon, etc., until we had picked all the meat out of the nut we could and imbibed the great thought of God's good care for all contained in the last verse:

"I will not fear for thee, though wroth  
The tempest rushes through the sky;  
For are we not God's children both,  
Thou little Sandpiper and I?"

And so Celia Thaxter was added to the chart, and with a few facts about her life and a picture of her summer home on the

Isle of Shoals, we passed on to Will Carleton, our own Michigan poet. We became acquainted with two or three of his poems. The "Christmas Baby" became the favorite. I really think they loved it because through it they learned to measure a parent's love for his child. They felt that their parents loved them as dearly as did the father in the story love his baby, and, if the occasion offered, like him, would say:—

"There ! if all the rich men I ever saw or knew,  
 Would come with all their traps, boy, and offer them for you,  
 I'd show them the door so quick, sir, they'd surely think 'twas odd,  
 Before I'd sell to another my Christmas Gift from God."

With this poem we started a little exercise which the children liked very much. After they had heard it two or three times until they were somewhat familiar with it, I would read it, but leaving off the last word of each line which they would put in.

There are many interesting things to be found about Carleton's life ; born in 1847 ; lived on a farm ; walked two miles to school ; wrote a long letter in rhyme to his sister when he was ten years old ; didn't take to farm work very well ; once, his father heard him lecturing to the sheep and cows in the barn ; taught school ; saved his money to go to college ; now lives in Brooklyn.

I will not go into detail farther, as I fear I am taking too much of your time, but we learned that year to love—besides those named above—Longfellow, Jane Andrews (author of "Seven Little Sisters"), and Anna Sewell (author of "Black Beauty"). In third and fourth grades I have added to these Whittier, Holland, Lucy Larcom, Mrs. Burnett and Louise Alcott. We studied part of "Snow Bound ;" I told them parts of "Arthur Bonnicastle" and "Little Men." One of the children brought a picture of Mrs. Holland's summer home at the Thousand Islands, which she has called "Bonnicastle." I try to have them look forward to the time when they will be old enough to read these books and enjoy them.

I have felt rewarded for my efforts several times. Once, last September, when school opened, one of my last year's boys fished a clipping from a paper out of his pocket with the announcement of Whittier's death, and a short sketch of his life. I thought, for a third grade boy, this showed a great deal of interest, especially as the clipping was made in vacation, and had been taken care of till school began. Another time was when some of my former boys came to see me, who are now in fifth and sixth grades, and told me of the old friends



they meet with now in their fourth and fifth readers; and when I brought out the author chart they immediately noticed new authors I had added since they left, and wanted to know their names. Now, I am sure they must get more good from their readers from having learned something about authors, and from having matured a desire to be better able to understand them, than if this preparation had not entered into their lives. And that same little Frank is in my room again this year, in fourth grade, and now in proud possession of "Longfellow's Poems," which his mother bought for him. Frank is as enthusiastic over Carleton now as he once was over Jesse James, and the other day he made quite a bright little speech when the subject of our talk was George Washington. When Frank found that Washington died in 1799, he said, "Oh, if he had only lived five years more, he could have seen Whittier, because he was born in 1804."

One more story, a "true one," as the children say, about Frank, who, by the way, is one of the brightest and most mischievous boy a teacher was ever blessed with. He ran up to me the other morning, saying, "Derrick and I went to Eaton & Lyon's to buy our drawing books last night, and we stayed a long time and read the names of the authors on the books."

### SCHOOL EXHIBITS.

It is said that the exhibition work prepared by the pupils attending the Protestant schools of Quebec has mysteriously disappeared. The committee appointed by the Teachers' Association have therefore had to fall back upon those prepared within the past year for an exhibit at the Teachers' Convention.

The following suggestions, which were made lately by a Committee on Exhibits, may be of some guidance to the teachers' committee of this province. The plan for collecting and preparing is as follows:—

*First*: Let the exhibits be confined to the following subjects:

1. Kindergarten work,—paper folding, sewing, clay modelling.
2. Language work, first eight grades.
3. Geography, grades three, four, five, six. Map of North America; third grade, mere outline; fourth grade, outline with rivers and ten cities; fifth and sixth grades, a product map, with cities and rivers before mentioned, any written work deemed desirable by the teacher.

*Second*: All written work is to be on paper of uniform size, 8½ x 11 inches, written with pen and ink upon but one side.

Maps to be on cardboard, 22 x 28 inches (in this we have followed sizes given for the Columbian educational exhibit.

*Third*: Let each district school appoint a day or evening to be known as "Exhibit Day." Arrange exhibits at the school house, prepare brief exercises; singing, recitations; lead pupils to write neat notes of invitation to be sent to each parent; make it a red letter day for the district.

*Fourth*: Let the teacher prepare an exhibit from this collection for a competitive district exhibit to be held at the meeting of the county association, the exhibit to be under the direction of the school commissioners. Let a committee of qualified and disinterested persons judge the merits of the work, and designate the best specimens shown by any entire class in any grade and on any subject. Let the selections thus made be sent on to whatever authority has been decided upon to classify and arrange for a general exhibit.

In connection with this we may say that unless some competition is instituted among our schools, to be followed by the awarding of prizes, there will be little progress to be recorded for some time.

### Editorial Notes and Comments.

No one knows better than the editor of an educational journal how difficult is the task of reform. To write anything having the aspect of novelty on education and schools, as a contemporary says, is to attack a large class, and probably to insure their hostility. Even the venerable Comenius, when his life-work was approaching its close, was assailed at Amsterdam as an arch enemy of schools and schoolmasters, and had to make a pathetic defence. "I can affirm," he says, "from the bottom of my heart, that these forty years my aim has been simple and unpretending; indifferent whether I teach or be taught, admonish or be admonished; willing to act the part of a teacher of teachers, if in anything it may be permitted to me to do so, and a disciple of disciples where progress may be possible. They say that I write *against* schools; nay, it is *for* schools that I speak and have spoken. Why, then, should any delight to molest me?" And yet if there is to be progress there must be reform, and the reformer must stand the abuse, if he would fulfil his duty at the promptings of his conscience. To resent criticism of an institution or a mode of administration as if it were a personal attack on the administrators, is not confined to the teaching profession, but it certainly has been a more active

characteristic of schoolmasters than of clergymen, lawyers, or physicians. Teachers, as a rule, do not wish to be disturbed by new ideas. Even Milton, between whom and Comenius there was a fundamental sympathy of aim and a common hatred of the traditionary methods, just because he was himself a schoolmaster, suffers from this narrow pedagogic spirit, and declines, in his letter to Hartlib, to have anything to do with new-fangled notions. "To search what many modern 'Januas' and 'Didactics,' more than ever I shall read, have projected, my inclination leads me not." It is true that he also says, "What I have benefited herein among old renowned authors I shall spare." Who the "renowned authors" may have been, however, he does not say; nor does his treatise give any indication that he ever read any of them, although we may, perhaps, not err in presuming that Quintilian, at least, was not unknown to him. Doubtless this peculiar attitude of the scholastic mind is largely due to the position of authority in which teachers are placed when yet young and unformed. They succeed to a certain traditionary way of doing things; a few years' practice habituates them to it, and this habit combines with the almost despotic position in which they are placed to produce a self-conviction to finality.

—In the attempt that is being made to increase the teacher's salary in our Province, it is to be hoped that our teachers will lend their assistance as far as lies in their power, and as a guidance we would lay before them the following suggestions which have appeared elsewhere and which cannot but indicate how such assistance may come. The hints they contain point to possible practices which ought not to continue. The writer of them says:—

"I hope you have not engaged for less than the previous teacher was getting. I hope you have not offered to take any school that you knew another teacher had a claim upon, even though it was not signed or sealed. I hope you have been no party to putting a school up at auction and underbidding any one else. See that your agreement is signed and sealed. Allow no one to dictate to you about your boarding place, especially interested trustees. Arrange, if possible, with the trustees to make some one look after cleaning the schoolroom and making the fires."

—The lack of permanency in our teachers' tenure of office is known to everybody, and the following thought from the Toronto *Educational Journal* shows why there ought to come a remedy in the near future. "We do not know," says the

editor "to what extent the practice of making annual appointments, or, in other words, "hiring" teachers by the term, or the year, prevails in Canadian public schools, but we fancy it is still the rule, especially in the country districts. No good reason can be given why the public schoolmaster's term of office should be less permanent than that of a college professor, or a clergyman. As a matter of fact, though, we believe there are still places where the churches "hire" their ministers by the year. In either case, the practice is derogatory to the dignity of the profession, and harmful to the interests of all concerned. A prominent American educator has said: 'Permanent tenure in Germany has made teaching a profession, with us it is a trade.'"

—Superintendent Draper, of Cleveland, says that everything hinges upon the teacher, and whether this applies to the permanency of office or not, is a question which our teachers can readily decide for themselves. In connection with school-work, Mr. Draper is no doubt correct, as he continues: "She may be a mere mechanical automaton. She may be a living, thinking, disciplined force. She may see all the reason why things cannot be done and the reasons may appear mountain high. She may be able to see ways to surmount difficulties which will then seem only as mole-hills. Everythings depends upon her. Neatness, cheerfulness, health, discipline, interest, enthusiasm, moral sense, all corner upon her. If it did not offend my neighbor who has a common right in the school I would hold religious exercises every morning. But if the teacher is a moral force there will be a moral growth, whether exercises are held or not. If she is not a moral force no amount of exercise will produce such a result. I would put a flag in every schoolroom. But if the teacher is a real patriot there will be patriotism in the school, flag or no flag. If her soul is not attuned to the music of the nation, there will be little patriotic ardor, even in the presence of all the bullet-riddled and blood-stained battle flags. It is frequently said that there are born teachers. Such there may be, but your speaker has never had the pleasure of an introduction to one of them. Undoubtedly some persons have more natural adaptation to a teacher's work than others. Some lay hold of the true idea, and acquire teaching power more readily than others. But sympathy is wasted upon persons who cannot pass examinations, who cannot discuss educational questions, who do not attend educational meetings, or read educational literature, and yet are alleged to be great teachers. If anything has been

settled it is that good teaching rests upon a scientific basis. Persons are not born teachers any more than they are born physicians, or born lawyers, or born engineers. Teachers are produced as any professional experts are produced, by study and by training and by experience, and the first duty of the state is to go about building up a professionally-trained teaching service for its public schools. This is to be done by normal schools and pedagogical classes in the colleges and secondary schools, by institutes and by a system of examinations, all related together and all regulated and directed by central authority."

—In this connection we cannot but repeat the words of advice which a practical teacher gives to her fellow-teachers. "Cultivate your talent," she says. "Everyone has one, the difficulty is to find it. If that is impossible, adopt an accomplishment and nourish it; have a hobby and ride it. Such a person becomes tenfold more valuable to society; she has convictions, at the very least, on one subject; it is probable that she will think more in other directions too. At the same time her experience grows and her influence widens; it is the latter which makes us immortal. The method of culture must be individual; I can suggest only some directions in which one might work. If you are interested in literature, there are many well-beaten paths in those realms, many more awaiting venturesome travellers; for instance, the saga and folk-lore of the Teutonic nations are most fascinating; the development of fairy-stories; the Arthur legend as it appears in different lands, and others too numerous to mention. Science with its manifold mysteries and its alluring wonders appears as an eager rival to literature. Botany will do very well as a starting point. Suppose you set out to make a full analysis of the flora of your bit of country, beginning now to identify fungi, bare trees and naked bushes. At the very outset you are met by outcrops of rocks which turn to you inquiring faces, insisting that they have an individuality as well as the flowers. And at the next turn you find a cocoon and see a bird which also arouse inquiries. And so it goes until you are filled with wonder at the chemical and bacterial agents which modern science says are the master powers of growth and change. Thus you find amusement for a stray afternoon, but will it ever be anything more? No one can predict, but let me tell briefly an actual occurrence: About five years ago a book-keeper joined a geology class merely for the sake of the Saturday trips; she knew nothing of the subject and had done no studying for several years. Among the members of the class, she found congenial people with whom she

began work with the microscope and in biology, still continuing with the geology. The two former proved the more alluring and finally absorbed her entire leisure. Last year it was her misfortune to fall and severely injure herself; then she reaped the fruits of her former industry, for the microscope afforded constant entertainment. Upon the approach of warm weather, she was removed to the pleasant shores of Buzzard's Bay, that place where Agassiz found such rich fields for investigation. To be sure, our friend could not herself procure the desired specimens, but her table was covered with the trophies of the sands brought by the interested children, with the dredgings from the fishermen's trawls and with the produce of the yachtman's cruise. All had become interested in the lady's hobby and were themselves eager to look through the microscope and see the wonderful sights. This example is only one of many, all of which go to show the value, theoretical and practical, of my proposal. Not only is the teacher herself benefited, but her scholars feel and respond to her increased freshness. We cannot expect our scholars to be interested in what we are not; they very quickly feel our lack of sympathy. Every time that we bring life and enthusiasm to our class-work, the question of discipline, stupidity and lethargy is solved. It is one of my theories that all boys and girls in normal condition love study as mental exercise; the trouble too often is that the mental exercise is not presented attractively or is not suitable at the time. For reasons, then, selfish and unselfish, it would seem good for the teacher to have a hobby and diligently devote to it some of her leisure time."

—The record which we lately made of Dr. Rice's visits to the schools of various cities may interest our readers in learning that another visit was made after Dr. Rice's, which shows that there are always two ways of looking at a thing. The editor of the *Bloomington School Journal* has made another presentation of Dr. Rice's examination. In a modest convincing way he tells the story of a visit to the very school in Chicago that was held up by Dr. Rice as a target for ridicule and criticism by the great mass of his readers who could not visit it, and decide for themselves as to its fairness and truth. But Mr. Brown *did* go and he went as a *teacher*, fitted by experience and attainment to be just and discriminating in conclusions. It is refreshing, invigorating, satisfying, to see point after point made by Dr. Rice, considered by Mr. Brown after a personal investigation, with an eye to the real aim and purpose of the teacher in giving the same exercises that were ridiculed by the first

visitor. The material of which the school was composed, the necessity for peculiar treatment, and the results obtained, are modifying circumstances that throw another light over the same exercises so unmercifully caricatured. A *teacher* who knew the *teacher* side, viewed the matter from a *teacher* standpoint, turned it to the light and *let every side have a bearing upon every other side*, and lo! we have another conclusion of the famous Chicago school. If the *Forum* would have the courage to send a *teacher*—an expert—right over the same hunting grounds as were visited by Dr. Rice, what a clearing up of erroneous impressions and misrepresentations would follow! If popularity and profit have been the aim of the first series of articles, there would be none the less following the second. There are inspectors and inspectors and it is well that our teachers should note the fact. The inspector, who is not a practical teacher, is a little better than the specialist who has not a little of the “crank” about him.

—The *Educational Journal* of Toronto has something to say about educational affairs in Quebec, and, as in duty bound, we place its ideas before our readers: “An important movement,” that journal says, “in the direction of much needed educational reform in the Province of Quebec, has been temporarily defeated by the votes of the bishops who constitute the majority of the members of the Catholic section of the Council of Public Instruction for that Province. We say ‘temporarily,’ for it seems impossible to doubt, now that public attention has been called to the matter and the reform is being advocated by some of the ablest and most influential educationists and citizens, including the Superintendent of Education himself, that the movement can be long delayed. The reform asked for is simply this. Mr. Masson, one of the ablest and most influential of Quebec laymen, moved in the Council of Public Instruction, of which he is a member, that all teachers, whether belonging to the religious orders or not, should be required to submit themselves to examination before being licensed to teach. The motion was objected to by the bishops on the ground that the question is one which belongs to them as the spiritual advisers and leaders of the people, and their directors in educational affairs, and was consequently lost.

“That the reform is greatly needed is very evident, not only from what is generally known of the state of public education in Quebec, but from certain statements which were recently made in the Provincial Legislature, and the truth of which is said to be admitted by Mr. Pelletier, the Provincial Secretary.

These statements were to the effect that notwithstanding the very considerable amount of money expended upon them, the public schools of Quebec—we presume, but are not certain, that the allegation was confined to the Catholic schools—were in a most inefficient and backward condition; that in some municipalities it was impossible to get school commissioners who could either read or write; and thirty per cent. of the jurors in the law courts could not sign their names.

“The chief difficulty seems to be that the schools are largely taught by members of the religious orders, whose training is mainly of a theological character, and who are naturally unacquainted both with the subjects most needed for a thorough practical education and with the best modern methods of instruction. Mr. Masson, who is a loyal Catholic as well as a very able and influential man, who has held high office, is reported as having spoken as follows in reply to the remark of one of the bishops that the question was one which belonged to the clergy: “It is time that you understood, my lords, that the public demands educational reform. We want our children educated for life in this world; but you would make them all priests.”

“We have no means of knowing what is the attitude of the teachers themselves with reference to the question, but we should suppose that the public and professional spirit of the majority, at least of all who either believe themselves fully qualified for the duties of their high calling or are willing and determined to become so, would be strongly in favor of the proposed reform. It would greatly facilitate all such forward movements if the teachers of the Province were more fully organized in local and provincial associations, corresponding to those of Ontario. Such meetings would stimulate thought and enquiry, would promote study of educational methods, and cultivate that liberty of thought and speech which is one of the most potent agents of reform in all departments of public and social life.”

### **Current Events.**

The minimum of salaries in this province is by no means anything too large, and yet there are but few of our School Commissioners who have reached it in their efforts to better the condition of our teachers. The highest salary paid a head master of a Collegiate Institute in Ontario in 1892 was \$2,500, (Toronto C.I.) The average salary of head masters for the Province was \$1,177; of assistant masters \$814; of all masters



\$906. Of the masters 193 were graduates of Toronto University; 51 of Victoria; 40 of Queens; 13 of Trinity; 1 of McGill; 1 of Manitoba, and six of British Universities. The whole number of teachers employed was 484.

—Last August the Rev. I. Newnham was appointed Bishop of Moosonee. For several years he took an interest in educational affairs in Cote St. Antoine, Montreal, and his many friends in the province have greeted his preferment with much pleasure. We join them in our congratulations.

—The following have appeared as summaries in the London *Educational Journal*, which keeps its readers *au fait* with the educational movements of the world at large. The Superintendent of Nova Scotia refers to educational reform in his province when he says:—"We are placing a premium on trained teachers and giving better opportunities for good training. Hereafter the normal school will not be competing with the high schools and academies. In the normal school, the laws of the development and action of the human mind will be observed and studied. The methods of teaching the various subjects will be illustrated, discussed, and experimentally tested. . . . There are yet multitudes of teachers who cram the boys with spellings, grammatical definitions, historical meaningless dates, and, to the boys, senseless geographical lists. And instead of pointing out to the children on the roadside the beauty, virtues, wonders, and evils in each of the plants in the field or by the roadside, of unravelling in play the history of insect life now becoming so important a factor in successful agricultural or horticultural enterprise, of fascinating the wondering pupils with the fairy tales spoken by the pebbles in a gravel ridge or the clay in a swamp; instead of making the young people feel that their commonplace country is filled with a glory of wonders, they state some scientific facts to their pupils which they are told to remember. Better for the children to be running wild than having such lessons. . . . The normal school teachers will after this have, in addition, manual training. This is not to enable them to become mechanics, but to train the hand to execute what the mind can design; to enable them to understand how things may be done; to have it in the air of the schoolroom that manual work is as noble as any other kind of work."

—Prince Edward Island has the highest percentage of attendance of any province in the Dominion—58.58. It also has the power of dismissing its teachers at thirty days' notice, and refuses to elect clergymen to any school office.

—British Columbia pays the best salaries—the highest rising to nearly £300—though as yet it has no normal schools.

—The Chief Superintendent of New Brunswick concludes his report for 1892 by suggesting the establishment of a kindergarten department in connexion with the normal school, in order that the student teachers may have an opportunity of acquiring an insight into the principles which underlie its methods.

—An interesting experiment in modern-language teaching is being carried out in Jena by Mr. J. J. Findlay, M.A., whose name is not wholly unfamiliar to our readers. In conjunction with several German professors, Mr. Findlay has arranged a summer course of language teaching, to be held during August, for the benefit of English and German teachers. Lectures, advanced and elementary, will be given to German teachers in English and to the English teachers in German, and, by means of conversation classes, debates, social meetings, and botanical excursions, additional help will be given towards speaking and understanding the two languages. For social occasions English and German will be used on alternate days. Upon such a plan it would be almost impossible, one would think, to avoid learning the language, even if so disposed. For the more advanced students there will also be discussions on the best methods of teaching modern languages. About twenty English students are expected to attend this year, and more will certainly avail themselves of this most helpful scheme when it becomes more widely known.

—At the late Educational Congress held in Chicago, the writer had the pleasure of meeting Dr. Barnard, the early editor of the *American Journal of Education*. Few perhaps are aware that in many of the new departures which give to public education in America a stamp and distinction of its own, Dr. Barnard was the prime mover and pioneer. He was the first State Superintendent of Connecticut; he was the first Principal of the Normal School in the same state; he was the first United States Commissioner of Education; and, though this claim has been disputed, he is generally recognised as the father of Teachers' Institutes, which, in their turn, suggested the Oxford and Cambridge Summer Meeting of the University Extensionists. A monograph of the educational labours of Dr. Barnard has lately appeared, and it is to be hoped that ere long it will be supplemented by a full biography of the "old teacher eloquent" who is still in our midst.

—The following interesting document is from an article in

the Canadian *Educational Review* on "New Brunswick Schools of the Olden Time":—"This agreement witnesseth that I, Joseph Maductick, Governor, do hereby give up my Family (viz., Susan, Sal, Mary Demecan, Mary Angelick, Joseph Murray, John Nicola, Fransway Sal) to Mr. Burrows Davis, of Westfield, for one whole year from the date hereof, to be educated by him after the English manner, upon the condition following, viz.: He, the said Burrows Davis, providing me, my Squaw and the above-named Children with good and wholesome Provision and comfortable and sufficient Clothing, with Powder and Shot for my hunting, Tobacco, &c., to which agreement we do interchangeably set our hand and seal this twenty-eight day of January, one thousand seven hundred and ninety-one, at Sheffield, County of Sunbury." Here follow signatures and "marks." After all, the red man's provision, clothing, powder, and the rest differed very little in kind from the bribe we still offer our parents under the more specious name of "prize" or "scholarship."

—Among the measures recommended by the Dominion Educational Association, but of which we have so far heard little, are University extension; the exclusion of high school work from universities; more thorough school inspection; a unification of the courses of study in the various provinces; a more stringent compulsory attendance law; the professional training of all teachers. Possibly we may not again hear of these reforms until the men who have the exclusive working of the institution consider it high time to have a second "exaltation."

—We wonder how many schoolmasters are still accustomed to teach the theory ascribed to Dove of the Atmospheric Circulation. This theory is, roughly, to the effect that there is an upcast draught at the equator, and an overflow above the Trades, which, in the region of the *calms* of Cancer and Capricorn, *descends through the equatorially directed trade wind current* (in the old-fashion diagrams the sceptic can still see these two currents flowing amiably at right angles through the same point) to become the "Anti-Trades" of the temperate latitudes. Now this theory was disposed of by the late Professor Thomson in 1858. Unhappily, the new explanation lacks the sweet simplicity of the older one, and that may account for its remaining in abeyance.

—Something ought to be done to uphold the fame of Canada by our geologists. In a late issue of an English Journal we find the following: "There is something inevitably conservative

in things scholastic. One may find in two of the very best and most up-to-date of geographical text-books the venerable statement that all gneiss has the mineral composition of granite. Now, gneiss is really merely a coarser schist with well developed felspar, and even gabbro-gneiss is a possible thing. Speaking of lapsed science, how long will it be before the youth of this country ceases to hear of *Eozoon Canadense* that spacious foraminifer, the "dawn of life"? Drs. Johnson Lavis and Gregory, however, have got beautifully perfect specimens in erupted blocks from Monte Somma, and there can be no further doubt of the purely mineral origin of this fossil. The oldest remains of life now known are the Radiolaria described by Barrois last year, from the Archæans of Brittany."

—Mr. A. S. White expresses his objection to our current teaching of geography by saying that it is wrongly regarded as a *graphy*, whereas it is clearly an *ology*. It is made a "vehicle of description and not a body of thought"; and he pleads for a really scientific text-book still to come. He would base geography upon chemistry, physics, geology, oceanography, meteorology, biology, ethnology, history, and political economy, so leading up to the study of the "distribution and welfare of man as determined or affected by physical phenomena on the earth's surface." From this there would naturally spring cartography, demography, sociology, and philosophy. As a substitute for the existing curriculum, Mr. White's science of geography may very well pass muster, but as a two-hour-a-week school subject it seems a little too comprehensive. We have only heard of one person who could hope to get to that pitch of condensation, and *he* was in the "Arabian Nights." Genii that overspread the heavens he could seal down in little earthenware pots, but such educational skill as that is not given to everyone.

—In the issue of the *Geographical Journal* containing Mr. White's views, there is a letter from Lieutenant-Colonel Leslie Ellis. All teachers, as the public is perfectly well aware, know the latitude and longitude of every island on earth. Now there are coins, he tells us, bearing the date 1835, and an inscription in English, "Island of Sultana." Here is a holiday task; where is this Island of Sultana? Or can a place have a coinage all to itself in 1835, and have passed out of human knowledge in 1893?

—In an article in the *Educational Times*, (Eng.) the Rev. William Burnet, M.A., presents some important and startling statistics which have been gathered to show the effects of high

pressure in European schools upon the physical health and growth of children. One result of these inquiries at Stockholm was the following: "At the end of the first school year seventeen per cent. of the children medically examined were found sickly or ailing; at the close of the second year, thirty-seven percent. were so; and after the fourth year, the number of sufferers had risen to forty per cent. Similar results were reported in Denmark. In both countries the cause appeared to be the same, the mental strain augmenting in proportion as the scholars advanced in the classes, although the hygienic conditions were unchanged. This was found to be especially the case with the girls, sixty-one percent. of whom evinced signs of chronic ailments, more or less serious, and ten per cent. had curvature of the spine. The excessive length of the hours of study, at least in the colleges, seemed to fully account for this state of things."

### **Literature, Historical Notes, etc.**

#### *A CAUSERIE ON THRASHINGS.*

Twice I received a thrashing at school. In the first instance, I was, I suppose, ten or eleven years of age. I had not been at the school many weeks; I had formed a close friendship with a boy about my own age. On leaving school one afternoon, he and I were induced by some of the older and bolder sort of boys to "have a fight"—why, I don't know to this moment. We were caught, and received a strong man's blows with the ferule across our hands. Some of those who had urged us on to the encounter were also punished; some were not—why, I don't know; there is usually something mysterious about thrashings. It happened that, for the afternoon of the day on which I received the stripes, I was asked "out to tea." So young and little was I, that I was looked upon as so irresponsible a being that it was desirable to have my hands washed, instead of washing them myself. I do not, I shall not, forget the excruciating pain of the soap and the rubbing. Never have I borne such physical pain with the fortitude I showed, or rather concealed, that afternoon.

The second occasion, some years later, was due to having a "detention lesson" on geography. Some ten or a dozen of us were amongst those brought back on Wednesday afternoon, with the understanding that we might go after saying our

lesson. The geography master was not the detention master that day. Amongst others I went up and said my lesson. Something had not pleased the master—but with this I had nothing to do. However, when I finished, he told me to go to my seat and “write it out twenty times.” I was wild with excitement; but when I reached my seat, I sat down with a quietness and satisfaction that ought to have given the master pause. I chose to obey his order literally, and wrote out the word “*it*” twenty times, and with that self-consciousness of right which leads a boy so spontaneously to dash his head against the wall, I took the twenty “*its*,” with a smile, to the master. I was not the first to be unruly, and as certainly not the last. The master was weak. By-and-by there was pandemonium. The next day, ten or fifteen of us were flogged by the headmaster, who, after the infliction of the punishment, turned as white as a lily and suddenly, apparently realizing that he had thrashed in the number some of his best boys, vanished into the playground. We were all becalmed and subdued, except one boy who had not been flogged. He turned plaintively to me: “I say, old fellow, I would so much prefer to be licked. Don’t you think I had better go and ask him to thrash me?” I remember feeling two things—over and above the smart of the pain I was suffering. First, a sense of the ludicrous, from the thought that the headmaster had so clearly had enough physical exercise, and that it would be incongruous to have a voluntary victim coming out and disturbing his reflections. More vividly still, there rose within me a sympathetic sense of the mental conflict in my friend’s mind, and a keen perception of the responsibility of his situation, for he had been one of the most rowdy. In the end, he chose the harder course of not going, and, I believe, greatly blamed himself for it afterwards.

Law and order, of course, must be secured, and flogging has immemorial tradition in its favour. In the early days of the University, when the elementary master—the *grammaticus*, as he was called—received permission to teach from the University, he was presented with a badge, not a book, as might be expected, but with a rod and a birch. One of the most frequent of the devices on the seals of early grammar schools is the picture of one of these *grammatici* with his badge of office—the birch; and on some of the more realistic of these seals may be seen the master in the very act of birching a boy spread carefully over his knee. Mr. Maxwell Lyte, in his interesting history of Oxford University, when speaking of

the "degree in grammar" which the ordinary schoolmaster had to take as a preliminary of registration, says:—

"The first act of the new master of grammar was to beat openly, in the schools, a 'shrewd boy,' who received a groat by way of reward for his sufferings."

Richard Mulcaster says:—

"In any multitude the rod must needs rule; and in the least paucity, it must be seen, howsoever it sound. . . . [Yet] ever the master must have a fatherly affection, even to the unhappiest boy, and think the school to be a place of amendment, and, therefore, subject to misses."

If report speaks true, Mulcaster indeed did not spare the rod. The following, slightly altered, comes from a law-student's commonplace-book, probably belonging to one Thomas Wateridge, of the (Middle) Temple, in the time of James I. (*Notes and Queries*, Series I., Vol. XI., p. 260):—

"*Of Monckaster, the famous Paedagogue.*—Monckaster was held to be a good schoolmaster, and yet he was somewhat too severe, and givē to insult too much over children that he taught. He being one day about whippinge a boy . . . out of his insulting humor, he stood pausinge a little . . . ; and then a merry conceyt taking him, he sayd: 'I aske y<sup>e</sup> banes of matrymony between this boy . . . of such a parish, on y<sup>e</sup> one side, and Lady Burch, of y<sup>is</sup> parish, on the other side; and if any man can shewe any lawfull cause why y<sup>ey</sup> should not be joyned together, lat y<sup>m</sup> speake, for y<sup>is</sup> is y<sup>e</sup> last time of askinge.' A good sturdy boy, and of a quick conceyt, stood up, and sayd: 'Master, I forbid y<sup>e</sup> banes.' The master, taking this in dudgeon, said: 'Yes, sirrah, and why so?' The boy answered: 'Bycause all partyes are not agreed'; whereat Munkaster, likinge that witty awnswer, spared the one's fault and th'other' p'sumption."

Everyone remembers Roger Ascham's words to Sir Wm. Cecil in the charming preface to "The Schoolmaster":—

"Not long after our sitting down, I have strange news brought me, saith Mr. Secretary, this morning, that divers Scholars of Eton be run away from the School, for fear of beating. . . . Mr. Peter [Sir Wm. Peter], as one somewhat severe of nature, said plainly, that the Rod only was the sword, which must keep the school in obedience, and the scholar in good order. Mr. Wotton, a man mild of nature, with soft voice and few words, inclined to Mr. Secretary's judgment, and said, in mine opinion, the school-house should be indeed, as it is called by name, the house of play and pleasure, and not of fear and bondage; and as I do remember so saith Socrates in one place of Plato. And, therefore, if a rod carry the fear of a sword, it is no marvel if those that be fearful of nature choose rather to forsake the play, than to stand always within the fear of a sword

in a fond man's handling. . . . M. Haddon was fully of M. Peter's opinion, and said, that the best schoolmaster of our time was the greatest beater, and named the Person."

Roger Ascham makes it impossible to doubt to whom he is referring, though he skilfully avoids mentioning the name. This can be none other than the redoubtable Nicholas Udall. He has many good points in his favour. Amongst others, he translated the "Apophthegms of Erasmus," and edited some "Flowers from Terence." Tusser, the author of "The Five Hundred Points of Good Husbandry," states his experience of Udall as a headmaster, in the often-quoted lines:—

"From Paul's I went, to Eton sent,  
To learn straightways the Latin phrase,  
When fifty-three stripes given to me  
At once I had.

"For fault but small, or none at all,  
It came to pass that beat I was,  
See, Udall, see the mercy of thee  
To me, poor lad!"

Samuel Johnson said that Dr. Busby used to declare that his rod was his sieve, and that whatsoever could not pass through that was not the boy for him. Everything goes to show that the "ancient dead of Busby's awful reign" has been exaggerated, but Mr. W. Carew Hazlitt, in his "Schools, School-books, and Schoolmasters," tells a story too good to pass by. A Frenchman, by some chance, threw a stone through a window of the room in which Dr. Busby was teaching. The doctor, imagining that it was some mischievous boy, sent for the offender. When the Frenchman was brought in, Busby at once, as was his custom, called out, "Take him up," A flogging accordingly was given him before the school. "The Frenchman went away in a fury, and at once sent a challenge to Busby by a messenger. The doctor reads the message, and cries, 'Take him up,' and the envoy shares the fate of his employer. He, too, enraged at the treatment, returns and demands compensation from Monsieur; but the latter shrugs his shoulders, and can only say, 'Ah, me! he be the vipping man; he vip me, he vip you, he vip all the world.'"

Of course, Dr. Keate, of Eton, must not be unmentioned. One of the best stories told of him is his action with regard to the batch of candidates for confirmation. These boy's names were sent by accident to Dr. Keate, on the same-sized and same-shaped paper as that used for reporting delinquents.



Keate insisted, it is said, on flogging all the boys mentioned on the paper, "being the more angry with them for attempting to escape punishment by setting up a plea which seemed to him both false and irreverent."

The other well-known but probably quite apocryphal story must be given. The doctor was commenting on the Beatitudes. "'Blessed are the pure in heart.' Mind that; it's your duty to be pure in heart. If you are not pure in heart, I'll flog you." Of Keate, further, it is said—I quote it not as a fact, but as an indication of his flogging reputation—that he gave the order that a boy should lose his remove if flogged *more than three times in one day*.

This is an age of statistics, and I bring forward, therefore, the following (see *Notes and Queries*, Second Series, Vol. I., 1856, p. 53; quoted from Dr. Dibdin's "Bibliomania," 1811):—

"A German magazine recently announced the death of a school-master in Suabia, who, for fifty-one years, had superintended a large institution with old-fashioned severity. From an average, inferred by means of recorded observations, one of the ushers had calculated that, in the course of his exertions, he had given 911,500 canings, 121,000 floggings, 209,000 custodes, 136,000 tips with the ruler, 10,200 boxes on the ear, and 22,700 tasks by heart. It was further calculated that he had made 700 boys stand on peas, 6000 kneel on a sharp edge of wood, 5000 wear the fool's cap, and 1700 hold the rod. How vast (exclaims the journalist) the quantity of human misery inflicted by a single perverse educator!"

This passage has quite taken away the sense of almost isolated disgrace which I used to feel about my own two thrashings!

FOSTER WATSON.

### **Practical Hints and Examination Papers.**

PHYSICAL EXERCISES:—"It may be heresy, but it seems to me, that any formal 'set' exercises in gymnastics for the two lower primary rooms are not desirable. They weary and strain the nervous force, rather than relax it. Let me ask you, teachers, as a whole, to write me what exercises you have found best adapted for your children. There will be no regular set of physical exercises for the lower rooms given in this paper this year for conscientious reasons. But if each teacher will write me what she finds best adapted for her children in the school-room, such letters will be published all together, and thus give to all the teachers each month the helpfulness of the individual experience of others. I would like to have illustrations accompany these letter-articles, and thus make this department one of the most attractive and practical in the paper. Now please don't say, 'That

is a good suggestion " and leave it for the rest to do. I mean YOU, my dear teacher, the very one who is reading these words this minute. Put a little of that Golden Rule that you believe in, into this matter."

A LESSON ON THE INCH—*Materials*.—A supply of one-inch sticks. To introduce the subject tell some little story which will show the necessity of an inch measure, perhaps like this. "I planted a little seed and after a few days I saw a tiny speck peeping out of the earth. I watched it and each day it was a little taller until one day it stood just so high," (designate the length of an inch on your finger and ask children to *show* you on their fingers how high it had grown. Children put their hands out of sight and *tell* you how high.) If the inch is an unknown thing to them give the word *inch*. Produce the inch sticks and after the children tell you the length of them, have them find an inch measure on their fingers. On some little hands it will be between two finger joints and on others between the end of the thumb and the joint.

In order to take the little journeys which follow, in some manner mark the starting places. One may either use brass headed tacks or place bright colored discs at convenient distances around the edges of the table. Play the index finger on the left hand is a little bug and each little bug takes his place at his mark ready to hear how far he is to go. The first trip will be short; one inch is a long way for such a little bug. (All are halting and the right hands measure with an inch stick to see how near right the little bug was.) Now he may take longer trips, three, two, five or six inches, children always measuring after the trip by laying the required number of inch sticks. The little hands may cease travelling and the teacher's finger do the journeying—Jack or Mary telling how far they think it went. This is much more difficult, but children will soon give accurate estimates. After a few have said how long they think the distance is, let the child who was least right measure it. Continue this as long as it is profitable. Then produce pencils, crayons, etc., of different lengths and estimate their lengths. Also have lines of a given length drawn on black-board and slate. At this stage of the work it would be well to have little measures made to fit the needs of the class. A thick paper will answer nicely cut in strips and the inches marked plainly (not in figures,) and in whole inches. The children can make their own measures, with help from you. I will give a few problems which will suggest others. *Have many, if not all, illustrated.*

Nellie has a plant two inches high, if it grows three inches more, how high will it be?

A fly walked up the window five inches and a spider went up three inches. Which went the further? How much further?

John has a stick of candy six inches long and Jane has one three inches long. Who has the longer stick? How much longer?

A spider and a fly were talking together. They said good bye and the spider went four inches to the right and the fly three inches to

the left and both stopped. How many inches away from each other were they?

Tom has a stick of candy six inches long: if he gives May half of it, how long will May's candy be?

There is a happy way of shading off the vacation delights into the first weeks of autumn school work that makes an easy, delightful pathway into the more concentrated, settled work of the year. If the teacher is full of the vacation spirit of rest and refreshment and the children, who have enjoyed their birthright, are boiling over with personal reminiscences of their "jolly good time," there will be frequent occasions when an exchange of summer experiences will light up the every day routine like the afterglow of a sunset. This rare faculty of blending sociability and study into a harmonious comradeship between teacher and pupils holds one great secret of successful school management.

ABSTRACT OF A LESSON ON ASTRONOMY.—When we entered the room Prof. Spice was describing the condition of an astronomic nebulous mass with relation to gravity. It would be impossible to imagine such a mass in a state of perfect balance, he said, and any motion toward the centre would have a rotary tendency, as is seen in water escaping through the middle of a basin. The direction of the rotation would be entirely a matter of accident. The nebulous mass, having no immediate attraction outside, would have a strong one towards its own centre of gravity. This centripetal action, with the least obstruction or interference, would result in a rotary motion, which might take a left-handed turn or a right-handed turn, according to the direction of the interfering force. Matter revolving on an axis of its own, as this mass would necessarily do, in time, has a tendency to form rings. These rings continue the rotation, until they break and roll over on themselves in one mass or more, take the globular form, as matter must when floating freely in a gaseous or fluid state, and go circling round the central mass in an orbit formerly occupied by the ring. This part of the lecture was beautifully illustrated by means of the stereopticon. A mixture of 9 parts alcohol with 7 parts water offered a medium of the same specific gravity with olive oil. In the centre of this liquid mass a disk was fixed, by means of a rod, and a thread attached in such a manner that by pulling one end or the other, the rod and disk could be rotated in either direction. Little by little, olive oil was applied to each side of this disk, until it formed a liquid globe in a liquid medium of its own specific gravity. Then the disk was rotated, gently at first. The spherical body seemed to try to rid itself of some of its mass by centrifugal action. The tendency to form a ring was very apparent. When this tendency had been observed, the rotary motion was quickened, and the ring actually separated itself, revolved as a ring for a second or two, and then broke in two places, immediately gravitating into two beautiful spheres which circled round the disk in the direction originally

imparted to the parent mass. To thus witness the birth of two twin planets being calculated to rouse a too confident sense of "Now I see how it's done!" Prof. Spice proceeded to administer an antidote to the hastiness of scientific enthusiasm in the remaining portion of his lecture. The experiment, he said, was in one respect, opposed to the nebular theory, the ring being thrown off by centrifugal action, while the process in the solar system has been rather one of shrinkage within and abandonment of the ring by the central mass. The planetary ring is formed where it happens to be, and as long as it remains unbroken, indicates the circumference of the solar sphere as it occupied space previous to the formation of the ring. The last ring abandoned by the sun became, when it broke, the planet Mercury. The solar system, he went on to say, is an island in space. Its great distance from any other system or star is known to be immeasurable even with the radius of the earth's orbit (93,000,000 miles) as the unit of measurement. It would take more than 200,000 such units to measure the distance to the nearest fixed star. The unit used by astronomers is the distance light would travel in a year, called the "light year." How long does it take light to reach us from the sun? 8 minutes (about). How many times 8 minutes are there in a year? When you have ascertained that, you will have a rough estimate of the number of miles in a "light year." With this as a unit to measure by, we can fathom the depths of space. The distance to our nearest stellar neighbor, Alpha Centauri, is said to be 3.262 light years, so that if anything should happen to this neighbor of ours, it could not be reported for more than three years, even though light travels with such inconceivable velocity. But in the case of the Pole Star, this calculation may be twenty-five per cent. out of the way. If we make a mistake of  $\frac{1}{50}$  of a second of arc on taking the parallax of a star (and that is about as near as we can get) we state our distance a quarter more or a quarter less than it really is. There is no reason why we shouldn't go on trying, only don't run away with the romantic idea that these vast distances are known to the mile. The light from remote stars probably takes thousands of years to reach us. This is one of the facts that tax to the utmost our acceptance of the wave theory of light. When a stone is thrown into the water, the ripple that circles from it becomes less and less, and finally dies out. It becomes less by extension, though it expands in a circle only. The waves of light that leave a star expand in spheres, and how they can reach us with sufficient force to affect the retina of the eye is one of the marvels to which the scientific mind has to accustom itself.

A REMEDY FOR POOR SPELLING.—They are ever present, these unlucky spellers, in spite of the best method employed in teaching. The question can never be how to abolish the evil but how to lessen it. Before seeking to apply a remedy it seems well to diagnose the cases that come under our observation.

Poor spellers may be divided into two general classes, those who misspell with the utmost deliberation, from ignorance of the correct forms of words, and those who *know* but fail to perform. These last we term *careless* spellers from custom. The term is not well chosen. *Unskilful* spellers would be more appropriate, since skill of eye to notice the incorrect form after the word is written and skill of hand to follow the impulse of the brain is wanting, and not knowledge of the correct form.

This class is by no means indifferent to correct spelling, but fails to attend closely to the *form*, being occupied presumably with the *thought* of what is to be written. In considering this class the analogy between poor spelling and poor penmanship seems complete. The pupil never writes his best when thinking hard about the subject-matter written. His copy book is highly presentable because his mind is upon pen-holding, movement, and forms of letters then, nothing else. His spelling blank has scarcely an error for the same reason, namely concentration of thought upon the form of the word to be written. It is not until penmanship becomes automatic that one thinks well and writes well at the same time.

In both subjects if the attention of the pupil is drawn particularly to the defects in his work he immediately corrects them out of his own knowledge. In both subjects practice only is needed to transform unskilfulness into skill.

The poor spelling of this class is, with few exceptions, due to a wrong method of teaching spelling. The child has bent his mental energy during the spelling "lesson" to naming the letters in their order, consequently when he comes to write the words in composition the thought of a word does not *immediately* call up the *form* of the word, but instead the names of the letters, and he must translate these into their corresponding forms before the impulse to the hand is sent out from the brain. We must not wonder that he sometimes fails to make a literal translation, consequently leaves off an "e" in *have* or adds an "e" in *was*, etc. ; and yet he *knows how* to spell.

You see the remedy here very clearly. *Much writing in sentences and much studying of the forms of words until the thought of a word or sentence stimulates the form-centre for words and instantly starts a motor impulse which travels the exact path without hesitation or hindrance.* This instantaneous response we may call automatic spelling. The key to it, is development of a centre in the brain which for convenience we call the form-centre for words. The eye is the first active agent in learning to spell, the eye and hand acting in unison the second, and the hand set in motion by the thought of the word, the third.

At various times teachers having incorrigible spellers in the grammar grades have sent them to me for special drill not having the necessary time themselves. I have such a class at present. I assign to each a short paragraph of some pleasant reading containing a large

proportion of Anglo-Saxon words ; Jane Andrew's book, for instance. I require the paragraph copied twice from the book, then compared with the original to detect any possible errors. I then direct the pupil to look over his copy very slowly, noting every word. I then have the whole written from memory. At the next lesson the same paragraph is written from dictation. If imperfectly written the teaching of the previous lesson is repeated. If correctly done a second paragraph is assigned and the teaching proceeds in the same way as before. Three months daily practice in this converts some most obstinate cases.

There is no help for the really poor speller outside of writing in sentences. Single words do not meet his case. Writing from dictation is used only as a test, not as a means of drill.

Drill must come through the same act as spelling itself, namely, writing words in sentences, which are themselves the expression of the thought in the mind. Every reproduction lesson in writing, whatever the subject, is a spelling lesson of the very best kind.

I have discussed at some length the "careless" spellers ; the *ignorant* spellers remain to be considered. Their failure arises from insufficient teaching if they are normal children. If they are not it arises generally from a mental deficiency in form concepts. In either case knowledge must be the point at which we first aim. Given knowledge, skill follows with practice as demonstrated above. These are grammar-grade children like our "careless" spellers. They have slidden through their spelling lesson quite unharmed by any effort and untouched by daily practice, just as other children slide through their music lessons quite innocent in the end of either tone or rhythm, despite the most logical means used to impress both. Apparently they are invulnerable to any attacks upon them in the ordinary way.

Such spellers need a new sensation, as a great teacher used to say. The absurd thing is in order with them. Begin with single words. Choose phonetic ones at first. Write each plainly in large script on the board. Have a quantity of single cardboard letters. Require the pupils to select the letters needed to form a word, and arrange them in their order. Next sound the word thus formed, then write it. Continue this series of lessons until the mind has formed the habit of *attending* to words. In the second series of lessons do not confine the choice to phonetic words, but proceed with the analysis by letter and sound as at first. Next select some letter, as "a," and have ten words written which begin with that letter. Choose a sound instead of a letter, as short "a," and have ten words containing that sound written. Introduce the game of Logomachy. Choose sides, but have the words written on the blackboard instead of naming the letters aloud. All this to hold the attention and stimulate interest. With the average pupil nothing could be more useless except as an occasional game. With the less fortunate few it acts as

a tonic, and braces the mind to extraordinary energy in the direction in which they have proven weak.

Do not leave the reform incomplete. Merge the sensational instruction into steady, logical teaching of spelling by requiring the writing of sentences; so will the knowledge of words result in skill in spelling.

### BOOK DRILL.

[Pupils turn in seats, all facing one way and placing the feet in the aisles; if more than one pupil occupies a seat, of course they must turn in opposite directions. Children begin to sing with faces to the front, with books in left hands and turn as the words indicate, keeping time to the music.)

[TUNE, "*When Johnny Comes Marching Home.*"]

We turn ourselves about this way,  
 We turn about.  
 Then stand upon the floor this way,  
 And turn about; \*  
 And now we all will make a bow,  
 And show the people here just how  
 We drill with books in our schoolroom every day;  
 How we drill with books in our schoolroom every day.

(Some one of the pupils strikes a bell, keeping time to the music.)

At the sound of the bell we turn † once more,  
 The bell; ‡ the bell. §  
 And each one marches to the floor,  
 Do well, do well.  
 We stand this way, || then right about face, ¶  
 Every one must keep his place.  
 Oh! we love to drill in our schoolroom every day.  
 Yes, we love to drill in our schoolroom every day.

We all take out our books at once,  
 This way, this way;  
 Not one of us wants to seem a dunce  
 To-day, to-day.  
 We turn the leaf, we find the page,  
 Then must our work our mind engage,  
 Oh, we love to drill in our schoolroom every day?  
 Yes, we love to drill in our schoolroom every day.

We never swing about in the class  
 This way, this way;  
 We never swing about in the class  
 This way, this way;  
 But very still and straight we stand,  
 And hold the book in the little left hand.

Oh, we love to drill in our schoolroom every day ;  
 Yes we love to drill in our schoolroom every day.

(Marching out for recess.)

Oh now it's time to play awhile,  
 Hurrah ! hurrah !  
 Our faces now all wear a smile,  
 Hurrah ! hurrah !  
 All work, no play, makes dull girls and boys,  
 We like our books, but we like our toys.  
 Hurrah, we're glad when playtime comes each day ;  
 Hurrah, we're glad when playtime comes each day.

MOTIONS TO BOOK DRILL :

- |                                    |                                |
|------------------------------------|--------------------------------|
| * Faces to the front.              | § Begin to march.              |
| † Turn half way round.             | Halting at the word " stand. " |
| ‡ Turn so as to face back of room. | ¶ Facing the front.            |
- Pupils are now in a line at the back of the room.

### Correspondence, etc.

*To the Editor of the EDUCATIONAL RECORD.*

SIR,—Well, I for one am delighted to find one secretary-treasurer has spoken on the question of schools, teachers, and salaries. What we need is a thorough ventilating of the whole system, until we learn just where the wrong lies, and then it will be comparatively easy to decide what course to take to remedy this evil: for evil there is in the system under which we are now living and working. I approve of the suggestion of rates above actual requirements, as I am convinced the rebate would make it of importance to pay on time.

In regard of discrimination in selection of teachers, I ask: Who is to discriminate? Now, when all our best schools require references, and give them, what are teachers to do in schools where the school officers never visit the schools; and all the parents know of the school methods of the teacher is learned from the children, who have neither the necessary training nor the necessary ability to understand what good teaching is. In the latter case a teacher who understands "popular" methods, and the inherent weaknesses of human nature, stands a much better chance of a glowing and favorable report at home, than the thoughtful, conscientious teacher, who, instead of appealing to the weakness of human nature, endeavors to rouse the higher sensibilities and ambitions of the children, trying to lead them to study for the sake of knowledge, to grapple with difficulties in order to strengthen their mental thews and sinews.

Sometimes I feel as though it is the most thankless work a teacher can do, to do her best, with the limited means at her disposal, to explain mental difficulties, in any of the branches, to vacant looking faces, who seem incapable of realizing, with interest, the difference



between the meaning of *plus* and *minus*. And then, to crown it all, to have a pupil stay near you at recess, with hungry eyes, and when you talk with her, wondering meanwhile what the hunger means, to have her tell you, in confidence, that the "last teacher" (bless her politic heart, she's the woman to raise boodlers,) always used to give her candy!! *En passant*, this damsel is the daughter of the Chairman of the Board of School Commissioners!

The report given at home by the children is generally, "I like," or "I don't like the teacher." Few parents stop to enquire the reason why, and so long as the child does not reveal aught of the petty "candy" bribery and corruption, of course it is all right.

I have always found that a school accustomed to visits from the Board of Commissioners and Trustees, was a more satisfactory school to handle than one that was not, and I would advise teachers replying to advertisements to enquire if the B. of C. visits the school regularly.

In regard of selecting teachers for teaching ability, I desire to make a suggestion. Place a teacher, well-trained, full of determination to do her work well, in a wood-colored country school house, with a diminutive black-board, and the pupils' books in such a condition that the daily complaint is "the lesson is not in my book." Add to this the desks placed so that the pupils sit sideways towards the teacher, and I ask you, Is it fair to judge her ability by the work she does in that school? Give a workman poor tools, and he cannot do first-class work, despite his training.

I remember a story that used to be told of a workman, to whom had been given a poor specimen of tool for use in chopping wood. He was not satisfied with his work, and spoke to the "boss" for a better axe.

"Don't I pay you for your time?" was the enquiry of that functionary.

"Yes," was the reply, "but I want to see the chips fly!"

Make your own application.

Ste. Thérèse, P.Q.

SARA F. SIMPSON.

### SCHOOL SURROUNDINGS.

*To the Editor of the EDUCATIONAL RECORD.*

DEAR SIR,—I read with delight the reports of the opening of the Hall of Applied Science, and the recent munificent gift to our University, and I am reminded by the laws of contrast of both when I enter my little school house across the street.

If mine were the only dingy school in the Province, I would hold my peace, but as such rooms for educational purposes are common, I must speak.

Can there not be something done to improve our country schools? All the University career opens to many of our boys and girls is bounded by the country school. Surely some philanthropic citizen

might take pity on them, and do something to improve our school houses and surroundings.

Give a man civilized surroundings and you control to a great extent the savage in his nature ; give him the surroundings, the environment of a savage, and the barbarity of his disposition shows itself.

The rudeness of country pupils to each other at school reminds me of the re-active influences of "sans-culottism" in Carlyle's "French Revolution."

If we want real civilization for ordinary members of the community, we must have the necessary surroundings.

This subject always has a deep interest to me, as I have been contemplating school surroundings for ten years.

ELEMENTARY SCHOOL TEACHER.

### Official Department.

DEPARTMENT OF PUBLIC INSTRUCTION,  
QUEBEC, 29th September, 1893.

On which day a special meeting of the Protestant Committee of the Council of Public Instruction was held, by order of the Chairman.

Present : R. W. Heneker, Esq., D.C.L., LL.D., in the chair ; Sir William Dawson, C.M.G., LL.D. ; George L. Masten, Esq. ; the Reverend W. I. Shaw, LL.D. ; A. Cameron, Esq., M.D. ; Professor A. W. Kneeland, M.A. ; the Reverend A. T. Love, B.A. ; the Very Reverend Dean Norman, D.D. ; the Reverend Professor Cornish, LL.D. ; E. J. Hemming, Esq., Q.C., D.C.L. ; the Reverend Elson I. Rexford, B.A. ; S. P. Robins, Esq., LL.D..

The Venerable Archdeacon Lindsay telegraphed his inability to attend.

The Secretary stated that the regular quarterly meeting of the Committee, which was called for the 15th of September, was not held, owing to the lack of a quorum.

The minutes were then read and confirmed, after amendment, by the insertion of the words "in accordance with instructions from this Committee" after the words "adjudication to be made by the Inspector of Superior Schools."

The report of the sub-committee on the distribution of grants was read by the Rev. Professor Shaw, and received for discussion after the reading of the report of the Inspector of Superior Schools and of letters from Mr. W. H. Lambly and Mr. J. A. Tipping concerning the grants to Inverness and Clarenceville, respectively.

A sub-committee, consisting of Professor Kneeland, Dr. Cornish, Dr. Robins and the Rev. Mr. Rexford, was appointed to consider the recommendations in the inspector's report and to lay the matter before the Committee at its next meeting.

The report of the sub-committee on the distribution of grants, after amendment, recommended grants according to the following list :—

## UNIVERSITIES AND COLLEGES.

I.—*From Marriage License Fees.*

McGill University.....	\$2500 00
University of Bishop's College.....	1250 00
Morrin College .....	1250 00
	—————\$5000 00

II.—*From Superior Education Fund.*

McGill University.....	\$1650 00
University of Bishop's College.....	1000 00
Morrin College.....	500 00
St. Francis College.....	700 00*
Stanstead Wesleyan College .....	590 00
	—————\$4440 00

## ACADEMIES.

	GRANTS.	BONUS.	EQ. GRANT.	TOTAL.
Huntingdon .....	\$200 00	.. \$200 00	.. \$40 00	.. \$440 00
Cote St. Antoine.....	200 00	.. 125 00	.. 40 00	.. 365 00
Lachute .....	200 00	.. 125 00	.. 40 00	.. 365 00
Waterloo .....	200 00	.. 125 00	.. 40 00	.. 365 00
Coaticook .....	200 00	.. 100 00	.. 40 00	.. 340 00
Sherbrooke .....	200 00	.. 100 00	.. 40 00	.. 340 00
Granby .....	200 00	.. 100 00	.. 40 00	.. 340 00
Knowlton .....	200 00	.. 75 00	.. 25 00	.. 300 00
Inverness.....	200 00	.. 75 00	.. .....	.. 275 00
Bedford .....	200 00	.. 75 00	.. .....	.. 275 00
Cowansville.....	200 00	.. 75 00	.. .....	.. 275 00
St. Johns.....	200 00	.. 50 00	.. 40 00	.. 290 00
Stanstead .....	200 00	.. 50 00	.. 40 00	.. 290 00
Shawville .....	200 00	.. .....	.. 40 00	.. 240 00
Danville .....	200 00	.. .....	.. 40 00	.. 240 00
St. Francis .....	200 00	.. .....	.. 25 00	.. 225 00
Aylmer .....	200 00	.. .....	.. .....	.. 200 00
	—————	—————	—————	—————
	\$3400 00	\$1275 00	\$490 00	\$5165 00

## SPECIAL GRANTS.

Three Rivers .....	\$150 00
Clarenceville .....	100 00
Haldimand .....	100 00
Fort Coulonge.....	50 00
New Richmond.....	100 00
Paspebiac .....	100 00
St. Sylvestre.....	75 00
Valleyfield.....	50 00
	—————\$725 00

—————  
\$5840 00

\* Subject to verification as to number of undergraduates passed.

## SPECIAL SCHOOLS.

Girls' High School, Montreal.....	\$200 00
Girls' High School, Quebec .....	200 00
Compton Ladies' College .....	200 00
	————— \$600 00

## MODEL SCHOOLS.

	GRANT.	BONUS.	EQ. GRANT.	TOTAL.
Rawdon .....	\$50 00	.. \$100 00	.. \$25 00	.. \$175 00
Cookshire .....	50 00	.. 100 00	.. 40 00	.. 190 00
Lennoxville.....	50 00	.. 100 00	.. 40 00	.. 190 00
Hemmingford .....	50 00	.. 50 00	.. 40 00	.. 140 00
Leeds.....	50 00	.. 50 00	.. .....	.. 100 00
Ulverton .....	50 00	.. 50 00	.. 40 00	.. 140 00
Kinnear's Mills .....	50 00	.. 25 00	.. .....	.. 75 00
Lacolle.....	50 00	.. 25 00	.. 40 00	.. 115 00
Stanbridge East .....	50 00	.. 25 00	.. 25 00	.. 100 00
St. Andrew's.....	50 00	.. 25 00	.. 40 00	.. 115 00
Waterville.....	50 00	.. 25 00	.. 40 00	.. 115 00
Bury .....	50 00	.. 25 00	.. 40 00	.. 115 00
Sutton* .....	20 00	.. 25 00	.. 80 00	.. 155 00
Scotstown .....	50 00	.. 25 00	.. 40 00	.. 115 00
Frelighsburg .....	50 00	.. 25 00	.. 40 00	.. 115 00
Windsor Mills .....	50 00	.. 25 00	.. 40 00	.. 115 00
Richmond .....	50 00	.. 25 00	.. 25 00	.. 100 00
Mansonville .....	50 00	.. .....	.. 25 00	.. 75 00
Dunham .....	50 00	.. .....	.. 40 00	.. 90 00
Gould .....	50 00	.. .....	.. 25 00	.. 75 00
Lachine .....	50 00	.. .....	.. 25 00	.. 75 00
Hull.....	50 00	.. .....	.. .....	.. 50 00
St. Lambert.....	50 00	.. .....	.. 40 00	.. 90 00
Ormstown .....	50 00	.. .....	.. 25 00	.. 75 00
Marbleton .....	50 00	.. .....	.. 25 00	.. 75 00
Berthier.....	50 00	.. .....	.. 40 00	.. 90 00
Clarendon .....	50 00	.. .....	.. .....	.. 50 00
Magog .....	50 00	.. .....	.. 40 00	.. 90 00
Sorel .....	50 00	.. .....	.. 40 00	.. 90 00
Bolton Centre .....	50 00	.. .....	.. .....	.. 50 00
Portage du Fort .....	50 00	.. .....	.. .....	.. 50 00
Farnham .....	50 00	.. .....	.. 25 00	.. 75 00
Mystic .....	50 00	.. .....	.. 25 00	.. 75 00
Hatley .....	50 00	.. .....	.. .....	.. 50 00
Bryson.....	50 00	.. .....	.. .....	.. 50 00
Como.....	50 00	.. .....	.. .....	.. 50 00
	—————	—————	—————	—————
	\$1800 00	\$725 00	\$970 00	\$3495 00

\* Including \$40 due for 1892.

*Resumé.*

Universities and Colleges.....	\$9440 00
Academies .....	5165 00
Special Grants .....	725 00
Special Schools.....	600 00
Model Schools .....	3495 00
	—————\$19,425 00

Moved by the Rev. Dr. Shaw, seconded by the Rev. A. T. Love, and resolved: "That the report of the sub-committee on grants, as amended, be adopted in the form above, and that the Secretary be instructed to submit the list of grants recommended for the approval of the Lieutenant-Governor in Council."

Moved by the Dean of Quebec, seconded by the Rev. Dr. Cornish, and resolved: "That a sub-committee of this Board be appointed to examine the specimens of work sent in by various schools, and now in the Secretary's office, and to report upon the same at the next meeting of this Committee; and also, after conference with the Inspector of Superior Schools, to submit some scheme for the utilizing of the remainder of the school year between the termination of the June examinations and the commencement of the summer vacations, whereby the interest of the scholars may be fully sustained. Said committee to consist of the Quebec members, viz., the Lord Bishop of Quebec, the Rev. A. T. Love, and the Dean of Quebec—the last mentioned being convener."

Moved by the Rev. Dr. Shaw, seconded by Sir William Dawson, and resolved: "In view of the unsatisfactory character of the books recently provided for prizes for the Protestant schools of this Province, and the right of this Committee, through its executive officers, to select such prizes as are suitable for our schools, that a sub-committee, consisting of the Chairman, the Lord Bishop of Quebec, the Rev. A. T. Love, and the Rev. E. I. Rexford, be appointed to wait upon the Government for the satisfactory adjustment of this matter."

The sub-committee on Professor Kneeland's motion concerning the Marriage License Fund, and the sub-committee on the salaries of Inspector McOuat, Mr. Paxman, etc., reported progress and asked leave to sit again. They were continued accordingly, with instructions to report at next meeting.

The motion of Dr. Hemming, of which notice was given at last meeting, was also held over.

The following recommendation from the McGill Normal School Committee was read:—

"At a meeting of the McGill Normal School Committee, held the 3rd April, 1893, it was resolved that the following recommendations

be made to the Honorable the Provincial Government through the Honorable the Superintendent of Education :

“ Having received and examined the report of the Principal of the School on the salaries paid in the Normal and Model Schools, the Committee agreed to recommend to the Government that Miss Mary J. Peebles, who for the past year has filled the place of Acting Head-Mistress of the Girls' Model School with great acceptance, be appointed Head-Mistress, with a salary of \$700 per annum, the said appointment to date from the first day of August next ensuing,

“ The Committee also agreed to recommend that the salary of Dr. Robins be increased by \$200, of Professor A. W. Kneeland by \$100, of Madame Cornu by \$150, and of the Head-Master of the Boys' Model School, Mr. Orrin Rexford, B.A., Sc., by \$200.”

Dr. Robins and Professor Kneeland having retired, it was moved by Sir William Dawson, seconded by the Rev. Dr. Cornish, and resolved : “ That the above report and application of the Committee of McGill Normal School be adopted and transmitted to the Government, through the Honorable the Superintendent of Education, with the recommendation of this Committee in favor of the same.”

The application and certificates of Mr. W. T. Briggs, B.A., having been received and examined, it was agreed to recommend the granting of a first-class diploma to him under regulation 56.

The application of Mr. J. W. Alexander for inspection and examination of district school number five, South Durham, in order that it may be raised to the status of a model school, if found worthy, was granted.

The reports of the Central Board of Examiners and of the Directors of Institutes were received and adopted.

The proposed amendments to the school law submitted by the Department were referred to the sub-committee on legislation for consideration, and the application from the Reverend C. S. Deeprose for the erection of Sawyerville into a separate school municipality was referred to the Superintendent.

The financial statement was presented, as follows :—

#### FINANCIAL STATEMENT OF THE PROTESTANT COMMITTEE C. P. I.

##### RECEIPTS.

May	26.	Balance on hand, in the bank . . . . .	\$3,336	28
“	31.	Montreal City Treasurer for McGill Normal School, to January, 1893. . . . .	1,000	00
July	4.	Interest on Jesuits' Estate Leg. Gr. . . . .	2,518	44
“	“	“ “ Marriage License Fund. . . . .	1,400	00
Aug.	2.	Unexpended balances. . . . .	1,071	02
			<hr/>	
			\$9,325	<hr/> <hr/> 74

1893.		EXPENDITURE.	
May 29.	McGill Normal School.....		\$1,000 00
" "	Secretary's Salary.....		62 50
" "	Inspector's Salary.....		125 00
" "	Travelling Expenses.....		300 00
June 22.	To pay Assistant Examiners.....		200 00
July 4.	Transferred to the Superintendent.....		3,918 44
Sept. 5.	Miss Binmore's expenses to Lennoxville Institute		25 00
" 29.	Balance in Bank.....		3,694 80
			\$9,325 74

NOTE.—Contingent Fund, Debit Balance . . . \$669 64  
Office furniture of Inspector of Superior Schools on hand.  
Examined and found correct.

(Signed) R. W. HENEKER.

The meeting then adjourned to meet on the third Friday in November, or on the call of the Chairman.

G. W. PARMELEE,  
*Secretary.*

## REPORT ON INDUSTRIAL EDUCATION.

*To the Protestant Committee of the Council of Public Instruction.*

GENTLEMEN,—Your sub-committee on Technical Education begs to report that it has carefully considered this important subject in its relations to Elementary Schools, passing in review the several topics of Agricultural Instruction, Instruction in Cooking, Sewing Classes and Instruction in Handicraft, with more especial reference to working in wood.

Your sub-committee is relieved of the responsibility of reporting on Agricultural Instruction by the appointment of a special sub-committee charged with the duty of considering this subject; and it is not prepared at present to submit a detailed scheme of instruction in the other topics of its enquiry. It, however, desires to put on record its conviction of the grave importance of technical instruction—training in handicraft—in early life, from its bearing on the development of our national resources, on the careful husbandry of their products, and on the complete education of the individual citizen.

Our chief wealth is the industry of our people intelligently directed to the development of our material resources. School instruction has, perhaps, tended too much to make pupils mere agents in the transfer of values, too little to fit them to be producers of wealth in the community. We need a course of school discipline and instruction which shall make labor, the conjoint labor of head and hand, honorable, skilful, productive and profitable.

Even more important than increase of national wealth is increase

of national comfort. Comfort renders a people contented, happy, united and powerful. Small discomforts are often more disquieting than great privations. Comfort springs from the home. The industry, the skill, the contrivance, the economy of the mother, make the comfortable home. Boys must be trained to all manual and mental dexterities, that they may be producers of national wealth. Girls must be trained in all domestic arts, that they may be conservators and wise administrators of national wealth.

Your sub-committee is well aware that education can reach masses only as it touches units, can make the industrial population more skilful and more effective only by increasing the skill and the efficiency of the individual worker. As is well known, special aptitude of eye and hand can be fully developed only when they are early trained. The period when muscle and nerve are growing and brain is developing is the period when eye and hand and brain are organized together for that perfectly concerted action which is consummate skill. The training of the violinist, of the pianist, of the fine lace worker, of the fictile art worker, which begins at fifteen years of age, is at least five years too late in beginning. Your sub-committee deems it necessary that industrial education begin at an early age; for it holds the opinion that consummate skill can find its sphere of profitable employment in every industry.

Your sub-committee does not forget that, quite apart from the industrial value of training in handicraft, the education of the eye and hand is essential to the highest development of the intellect. For the hand is that noblest instrument by which the mind bodies forth in tangible reality its concepts, and the eye is that keen and critical supervision of the hand which demands and insists on the exact embodiment of the mental concept. The highest training of the hand and eye is possible only through the intellect, and is itself a training of the intellect of inestimable value.

Your sub-committee observes that views such as those above presented prevail more and more in the wealthier and more powerful nations of the world. Among the ancient Jews labor was esteemed not only necessary but honorable. It was held to be the duty of every father to see that his son, irrespective of birth or of inherited wealth, should acquire skill in some handicraft. Doubtless the ancient tradition which attributes to our Lord participation in the labors of the carpenter's shop is no mere mythical invention. The learned and eloquent Paul was a tent-maker. This ancient appreciation of skilled labor, so long dominant in the mind of the keen, far-sighted Jew, emerges in our modern life. The trend of educational thought is more and more towards the identification of popular education with national industry. Technical schools, rising on all sides, in Great Britain, in France, in Germany, in Sweden, in the several States of the American Union, in short, in every progressive country of the Old World and the New, witness to the anxiety of all who control the destinies of



mighty nations to make popular education not only theoretically perfect but immediately and emphatically practical.

Your sub-committee, then, is fully convinced of the value of early industrial training. When, however, it attempts to devise some scheme for affording such training through our system of elementary schools, it meets with difficulties of the most serious character. It is difficult to find time. Established courses of study pre-occupy the school day. The prescriptive rights of many branches of customary school work resent all interference. It is difficult to find money. As conducted in many places, industrial classes have cost very much more than, in their present temper, school authorities are willing to supply. It is impossible to find qualified instructors. There are many skilful workmen, but they are not trained teachers. There are many admirable teachers, but they have not learned to use tools deftly.

Your sub-committee does not at the present moment see how to meet all the difficulties practically and successfully. It thinks that the first steps to their solution are the awakening of interest and the exciting of discussion among teachers. It therefore asks the Protestant Committee to tender an invitation to Miss Elizabeth Binmore, B.A., of Montreal, to submit the subject to the consideration of teachers at one or more of the forthcoming Teachers' Institutes, and to provide for the payment of Miss Binmore's expenses.

The sub-committee also asks that this may be considered an interim report, and that the sub-committee be continued and directed to report again.

The whole respectfully submitted.

R. W. HENEKER,  
*Convener.*

TO THE CHAIRMAN OF THE PROTESTANT COMMITTEE OF THE  
COUNCIL OF PUBLIC INSTRUCTION, PROVINCE OF QUEBEC.

*Sir*,—I beg most respectfully to submit my annual report of inspection and examination to you and the body over which you preside. The special reports in connection with each school which I have already presented to the Committee have given an epitomized estimate of the work done in the institutions under your supervision. The information which I have collected during my official visits has been further reduced to figures, upon which the award under the heading of "equipment grant" will no doubt be made as last year. The items to be considered in making this supplementary grant are as follows and may be explained in this way:—

(1) The number of pupils for the number of teachers is a ratio obtained by dividing the total number of pupils enrolled in the whole school by the number of the teaching staff, thirty being considered the mean of pupils for each teacher.

(2) The standing of the teachers as decided by the grade of their diploma is arrived at by taking the head teacher of an academy as being in possession of an academy diploma, the second teacher of an academy and the head teacher of a model school, a model school diploma, and the other teachers as having any grade of diploma.

(3) The efficiency of each teacher in each department of every school is an award made at the date of the inspector's visit, from which an average is struck for the whole school.

(4) The rate of salaries paid to the staff in each school is an estimate or ratio between the salaries actually paid and a given amount; \$2,000 being considered a fair minimum for the first three teachers of the higher academies, \$1,500 for the academies of the second class; \$850 for the first two teachers of the higher model schools, and \$650 for what may be called second class model schools.

(5) The character and condition of the building involves the state of repair within and without, including the pointing of the walls, painting and white-washing, etc.

(6) The permanent provision made for care-taking involves the appointment of a regularly paid janitor or caretaker, and the report from the teacher as to how he does his work.

(7) The character and condition of the furniture can obtain the maximum mark only when the furniture is of modern make and finish.

(8) The school apparatus and expenditure of bonus for such involves an adherence to the new regulation, "that no bonus for appliances be granted to a school which devotes a previously secured grant of this nature to the running expenses of the school."

(9) The character and condition of the grounds involve an award that will be kept separate and distinct from the proposed competition for the best kept school grounds, in connection with which the Committee have decided to offer three prizes for competition among the superior schools of the province for the school premises most neatly maintained, a first prize of one hundred dollars, a second of fifty dollars and a third of twenty-five dollars, adjudication to be made by the Inspector of Superior Schools, and the amount of the prize, when awarded, to be paid to the commissioners under whose control the successful school is maintained: the first competition to be held in 1895, and no school obtaining a prize to be allowed to compete again within three years, and then only on condition that the school premises have been properly maintained in the interval.

(10) The condition of the out-houses refers to their complete separation by means of a fence running from the school-building to the limits of the play-ground, and their regular supervision by caretaker and teacher.

In making up the award for "the bonus for appliances" I may say that two other items are considered, namely:

(11) The neatness of the written examination papers sent in from each school at the time of the June examinations, and

(12) The character of the specimens of school-work sent in to the department.

In connection with the above data I need hardly repeat what I know of the good that has been done in improving the condition of our schools by means of this specially awarded grant, and I am still of the opinion that it should be made larger. The schools are now fully conversant with the terms on which this grant can be secured through the publication of my report of last year, (copies of which were sent to all school commissioners who have any of our superior schools under their control,) as well as from the notices in the EDUCATIONAL RECORD, and I may say are keenly anxious to realize the highest mark in this connection. Last year no less than fifteen of our eighteen academies participated in this fund while more than half of our model schools received grants for equipments. When one considers that \$1,725 was paid for bonuses in which only twenty-one of our sixty-four superior schools participated last year, and that \$1,080 was paid for "equipment grants" in which as many as thirty-nine schools participated, there is surely some hints of a disproportion in the awarding of these grants. And when it is considered that in the nature of our "payment for results," seldom more than a third of our schools compete, whereas in the grant for "appliances," all our schools can compete, it may be worth consideration whether more money should not be given to the latter, even if it necessitate the decrease of the bonus for the literary examination of the pupils. The "payment for results" in the matter of mark-taking by pupils is a very different thing from "payments for results" at the hands of the commissioners.

In following the plan of my report of former years according to the items entered above, I have to say that only two of our schools are without the number of teachers required by regulation, namely, Fort Coulonge and St. Sylvestre. Como, Gould, Kinnear's Mills, Leeds Village and Rawdon, which perhaps ought to be grouped with the special schools, have been putting

forth an effort to respect the regulation by having an elementary teacher for a portion of the year; and it is for the Committee to say what instructions shall be given to them for the coming year in this connection. Of the model schools asking to be recognized, Valleyfield deserves approbation for its last year's work, though through some misunderstanding, no written examination was held. Sawyerville School is also worthy of being admitted as a model school, whenever arrangements have been completed for its recognition as a distinct school municipality. Levis asks, or intends to ask, for recognition for next year. Beebe Plain can no longer be considered on our list, while it is doubtful whether Sorel can be recognized much longer as anything but an elementary school of one department. In connection with the second item, "the standing of the teachers as decided by the grade of their diploma" the most satisfactory state of affairs exists. That state of affairs, I am glad to think, will not only be continued but further enhanced by the late announcement which says that, to encourage professional training, the Protestant Committee has resolved that only professionally trained teachers or those who hold first-class diplomas under existing regulations shall be placed after July 1894 in charge of any department of a school subsidized and controlled by the said Committee.

In estimating the efficiency of the teaching in the schools I have continued the plan of former years in averaging for all the departments. Thirty-three of our schools have received a very creditable mark in this connection, and I expect the average will be very much increased in the years to come when none but teachers of experience or trained teachers are engaged in our superior schools.

On the question of salaries some of our Commissioners have seen their way to reach beyond the tentative minimum used in striking the ratios, and in doing so they deserve the very highest encomiums. The efficient teacher cannot be too well paid. "The best article is the highest priced" is a maxim that may be translated in connection with school work: "the highest salary secures the services of the most skilful teacher." Yet many commissioners still persevere in thinking that the public interest lies in keeping the teacher's salary as far below the minimum as possible. As the time approaches for all our schools to be fully equipped through the grant for "appliances," I would suggest that the teacher's salary be supplemented directly by the Committee, though, only when the Commissioners have promised the minimum at the time of engagement.

The condition of the buildings may again be reported as having all but reached the maximum. No general interest can now suffer from my changing the order of my report in this respect, and therefore, instead of naming the schools that are to be commended for improved buildings, I may simply enumerate the few that have not received the maximum mark this year. These are Knowlton, Lennoxville, Leeds, St. Lambert, Kinnear's Mills, Bolton Centre and Bryson.

The improvement in the matter of caretaking continues, and next year I shall be prepared to name the schools in which the full amount of attention is not given to this matter, just as I have mentioned the schools in which building improvements are still to be looked for. The apparatus is very materially being added to in all our schools, and the expenditure of the "equipment grants" should be continued to be expended for its increase for some years yet. The words of last year's report can bear to be repeated in this connection. "Our schools are beginning to assume that appearance of tidiness and comfort which makes them pleasant places for children. With a set of maps hanging on the painted or papered walls, with well-kept furniture, and a plentiful supply of black-board, with globe and dictionary in the vicinity of the teacher's spacious desk, with the beginnings of a library in a neat book-case on the one side, and the nucleus of a museum collection on the other, with charts for oral lessons in physiology, physics and botany at hand, many of our schools present a picture which is very pleasant to the eye of the inspector, and I trust that the time is not far distant when all our superior schools will be in a position to boast of such school comforts and appliances."

The attention which the Commissioners have given to improving their school grounds in years past will give all the readier *eclat* to the competition about to be inaugurated by the Committee. In connection with this there must eventually come to be an improved closet drainage, before we can consider the outer environment anything like complete. Meantime, however, the Commissioners, as far as I can learn, are all anxious to enter upon the competition for improved grounds, whatever may be the ultimate regulations with reference to them and their attached out-houses.

The condition of the written examination papers has on the whole been declared satisfactory, the teachers evidently being determined to show that while some of their pupils may fail to answer a question or two set in an examination paper, there is no necessity for them to answer what they can answer in a slovenly

manner. And they are to be praised for this all the more in view of the fact that there are still so many people who claim that an examination in any system of education is a defect, rather than a means to improve. Even with the written papers of 1887 placed alongside of the papers of 1893 as a contrast so emphatically in favour of the improvement of the latter, such a complaint could hardly be silenced, and our teachers are now taking the only means to silence it by quietly and conscientiously preparing their pupils to write a creditable examination paper. Progress has ever had its path made pleasant by the cheer of competition, its task made lighter by the hope of reward; and progress in school-work is hardly to be distinguished in this respect from the progress of the world. The idea that there may be a pressure of study in some of our schools has been met by the further modification of the Course of Study and the requirements of the examination, and when it comes to be known that "hereafter pupils shall be considered as having passed in their respective grades, provided they pass in Reading, Writing, Spelling, Arithmetic, English, Geography, History, Scripture, French, Drawing, Physiology and Hygiene, and also in at least two of the remaining subjects of their respective grades," there will surely be some recognition of the fact that the Protestant Committee are anxious to provide a wisely devised minimum of subjects for those pupils who may not be able to undertake the maximum of subjects. As has been said, the practical effects of this modification is to make English compulsory in all grades, and to allow pupils to take as a minimum any two of the following subjects, Book-keeping, Algebra, Geometry, Latin and Greek: heretofore Latin has been compulsory in Grade III., Model School, and in Grades I. and II. of the academy course as before, Botany, Chemistry or Physics only taken instead of Greek.

In connection with the last item in the report on appliances, I have to point out the fact that several of our schools still continue to fall short of the minimum mark on account of their failing to send in specimens of work. This ought not to be the case. It is often alleged that the date of the examinations in June is too early, and that much of the month of June is lost time. The pupils, having no longer the examination before them, seek to be relieved from attendance, and consequently the attendance falls off until, as is sometimes said, it is hardly worth while keeping the school open. The argument, however, does not hold good, when it is considered how the remaining weeks in June, after the winter examinations are over, could

be utilized for commercial work, essay-writing, drawing, preparing for commencement exercises, etc. The reproach against our schools is that too little attention is given to the lighter branches, whereas nearly a whole month could be devoted in finishing off the year by preparing what may be called exhibition-work. The whole of the specimens required might not be able to be prepared within such a short time, but what could be prepared as a supplement to the work of the year, would, when sent in, prevent the school from losing the whole "equipment grant," and with other work might also be the means of keeping the school together till the end of the school year.

In closing my report I would beg most respectfully to make the following suggestions:—

1. That instead of basing the award for appliances on the aggregate marks beyond a certain figure, no bonus for appliances be paid to any school which takes less than 40 marks in connection with any item of the inspector's report.

2. That the following be added to the items on which the inspector makes his summary, namely, singing and physical exercises as a means towards an improved discipline.

3. That as an incentive to Commissioners to pay higher salaries to their teachers, the payment for the bonus for literary work be made only when the minimum salary, as suggested by the Committee, has been arranged for from the commencement of the school year.

4. That academies as well as model schools be classified as of a first and second rank.

5. That a proportion of the bonus for literary work be paid to the teachers as a supplement to their salaries. That it be awarded on the issue of a competition among schools of the same rank.

6. That the rules and instructions for the June examinations be put in printed form, for distribution among teachers, commissioners, and deputy examiners.

7. That a special paper in mental arithmetic, and a design for the drawing-paper be prepared for the next examination.

As a final word I have again to refer to the kindly co-operation which I have always met with at the hands of the teachers of my inspectorate. If there have been prejudices and difficulties to overcome, sympathies have happily been brought into play and developed as a loyalty towards the Committee and their efforts to improve our schools. While making every effort to avoid the criticism that is mere fault-finding, I have never refrained from giving advice to teachers, commissioners and

parents, where the advice was likely to lead to school improvements or a better understanding of the system of public instruction under which we are striving to make further educational progress. I have to thank the Protestant Committee for the kindly spirit in which they discussed my recommendations of last year, maturing some of them, as has been done, into regulations, and while submitting further recommendations this year I again respectfully solicit their sympathy and support in my work.

All of which is most respectfully submitted.

(Signed) J. M. HARPER.

### REPORT OF THE SCHOOL EXAMINATIONS, 1893.

The June examinations of 1893 passed off very satisfactorily, the declarations being all duly signed by the deputy-examiners. I am glad to say that the arrangements with the postal authorities have also been satisfactory this year, the return parcels being delivered expeditiously. The usual instructions were issued in the usual way from my office, and I would suggest that these instructions be printed and issued at the beginning of the year, so that the teachers may familiarize their pupils with the routine of their final examinations through the routine as practised at their partials during the year, the question papers seem to have given the usual satisfaction, as is borne out by my correspondence with the teachers. The only well-founded complaint being against two of the questions in the British History paper of Grade II. Academy, which were beyond the scope of the text-book prescribed by the Protestant Committee. At first the A. A. Examiners allowed the revisal of the papers they drew up in the preliminary subjects by the inspector as a matter of courtesy, but as this was either withdrawn or overlooked last year, it might be advisable to renew the courtesy in view of the changes in the *personnel* of the School Examination Board, who are not to be supposed to know intimately the regulations of the Committee and the necessities of the schools presenting pupils in Grade II. Academy.

The written answers were corrected before the end of June and the returns placed in the hands of the teachers, in the majority of cases, before the closing exercises were held. The Rev. Prof. Macadam, Rev. Prof. LeFebvre, Inspector Parker and the Rev. Mr. Taylor were again associated with me in the work of examining the papers, and I have again to bear testimony to the faithfulness with which they accomplished their arduous



task. They all agree with me that the manner of writing such papers has wonderfully improved in all our schools, and are keenly alive to the influence for good these examinations have on the pupils. The mark for neatly written answers, has been retained as one of the items in awarding the equipment grants and I trust will be continued as such.

In making up the bonus for the work done at these examinations, the following items have been in the past a guidance to the sub-committee on grants.

1. The ratio between the Grand Total Marks in the school taking the Highest Grand Total and the other schools respectively, found this year by dividing all the grand totals by the grand total of Huntingdon, and expressing the quotient in decimal form of two digits.

2. The Average of the percentages per grade. The marks this year for any grade were counted by the hundred, and afterwards reduced to satisfy the regulation which makes the maximum mark in Academies for Grade II. Model School, 40, Grade I. Academy, 50, Grade II. 75, and in Model Schools, Grade I. 50, Grade II. 75. The percentage is found for each grade in the usual way, while the average of the percentages per grade is found by striking an average of the various percentages.

3. The ratio between those enrolled and those who presented themselves for examination, is found by dividing the number of pupils enrolled in the academy grades (including Grade II. Model, in the case of Academies) by the number presented for examination, or in the case of Model Schools in all grades, by the number enrolled, and the quotient being expressed in the first two digits of the decimal resultant.

4. Percentage of passes reckoned upon those who were presented for examination, the ratio per cent. being found by dividing the number of passes by the number of pupils presented.

5. Average number of pupils presented in Latin, Greek, French, English, Geometry, Algebra and Arithmetic, found in the usual way of striking an average.

Sometimes when the percentage taken seems to be large, it is explained from the fact that while more subjects than the number set down by Regulation 74 may be taken by the pupil, only the number therein set down is used as the quotient. In the modified form of Regulation 74, as adopted by the Committee last year, the number of subjects, in which passes must be taken to secure a pass in the grade, are Grade I. Model School, 13, Grade II. Model School, 14, Grade III. Model School, 14, Grade II. Academy, 14, and Grade III. Academy, 6, (reading being

included as an obligatory study,) though this does not prevent any pupil from taking all the subjects in his grade, and making, if he succeeds in all of them, a percentage beyond 100.

The Grand Total Marks taken by Huntingdon this year is exceptionally large, while those of the other academies is about the average. With the exception of Aylmer, Three Rivers and Clarenceville, all the grades are fully represented in the academies. In Three Rivers the numbers in attendance continue small, on account of the decline in the English population in that city, though the Commissioners deserve commendation for their efforts in carrying out the regulations. Aylmer has had an exceptional year. As an academy seems to be a necessity in this locality, and as the Commissioners have taken steps to secure better results for the future, it would be anything but encouragement to take it off the list of academies. In regard to Clarenceville there does not appear to be any likelihood of its sustaining its position as an academy. Among the model schools, I would advise the placing of Sutton and Cookshire on the list of academies, beginning with next year, whereas, if better results cannot be secured from Sorel, Como, and Hatley, I would advise their being taken from the list of model schools. I have in my general report recommended Valleyfield for a grant as a model school, and also Sawyerville, when arrangements are completed for its separation from the school municipality of Eaton.

The surmise that more attention is being given to the study of Latin, Greek and Mathematics than to what have been called the ordinary subjects, has been shown to be groundless by the numbers in the tabular form of this and last year, and the time has come to urge upon our teachers more thoroughness in preparing their pupils in what have been called the higher branches. In referring to some of the other subjects particularly, I have to say that the hope I expressed about Spelling, as judged by the Dictation paper, last year has been in a large measure realized, there being but few failures in any of the schools. In this connection I would again recommend that the marks for a pass in reading and dictation be made the same as for a pass in the other branches, and that Regulation 81 be changed to that effect, in view of the fact that a change is necessitated in the wording of the regulation at any rate by the action of the A. A. Board of Examiners at their meeting in May. I would also urge that Regulation 83 be abolished, unless it be understood that the pupils of Grade I. Academy, may take the A. A. Preliminary papers.

In regard to Writing a further improvement is evident. In the lower grades the aiming at sending in their very best was very marked, and it is to be hoped that further success will be secured next year by an effort to carry out the ambitions of examination week every week in the year. This hope may be expressed in connection with all the work. The efforts put forth to prepare for an examination in Mental Arithmetic have been, like the examination itself, only tentative. Should the Committee order the preparation of a special paper in this subject outside of the ordinary Arithmetic paper, I think a step will be taken which will meet with but few objections. The ordinary arithmetic principles have always been fairly well attended to, but Mental Arithmetic has been neglected.

Of the Drawing in our schools the highest record cannot yet be made, though there is improvement. I have elsewhere advised the preparation of designs in the examination papers, but something more than this is desirable. The great difficulty is that many of our teachers are either incompetent to teach drawing or neglect the subject during the earlier months of the year. "I am not much at the art myself, and hence I am not over fond of the branch while teaching," is too often the excuse for lack of class improvement. The papers in Geometry and Algebra have given evidence of a very different spirit among our teachers, in the teaching of these subjects, while I was very much pleased with the answers in Botany. The answers in Geography were on the whole very satisfactory, the only defect being not so much in knowing where places were as in knowing the true meaning of the ordinary technical terms used in the study.

One of the examiners, the Rev. Mr. Taylor, makes the statement, as the others have inferred, that the papers were very much an improvement on those of previous years, while the Rev. Professor Macadam in his supplementary report says, "It gives me great pleasure to say that the answering was on the whole very satisfactory, and showed considerable improvement as compared with last year's. There was a very noticeable difference in the style of answering in different schools. In some schools there was a workmanlike freedom and strength of statement, more or less evident in all the pupils, which showed an excellent style of instruction and ability to state what the pupil knows, that cannot be too highly commended or too much insisted on. In other cases running through the whole school, there is a fragmentary disjointed way of putting down what the pupil really knows, and with that, generally, a slovenly

look about the papers, to which the attention of teachers cannot be too pressingly directed.

“In regard to Sacred History the work seems to be well done in almost every school, but in this subject it is impossible to overlook a marked difference between localities where the community generally is characterized by religious knowledge, and other localities where this is not the case. Certain teachers also seem to cast themselves with an earnestness and enthusiasm into this kind of work which shows itself very distinctly in the Sacred History papers. Without going at length into the whole subject, the only other remark I think it of any consequence to make is, that these subjects afford to teachers about the best opportunities of any of correcting that tendency to inaccuracy and carelessness of statement which so vitiate the language and the thought of a large proportion of men.”

The examiner of French and English Grammar, the Rev. Professor LeFebvre, says that the work of this year was very much superior to that of previous years. The pupils seemed to have a better conception of the questions, and, generally speaking, indicated in their answers careful instruction at the hands of the teachers. Besides, the writing out of the answers was as good as the substance of the answers. In the competition, the pupils of our schools are evidently beginning to recognize the necessity of studying more carefully the details of any subject.

The examiner of the papers in Physiology and Hygiene and in English says that the answers in the former were very good on the whole. The failures were fewer than last year. Evidently the subject is receiving careful attention at the hands of our teachers. In English, the papers on Scott's "*Lady of the Lake*" and Goldsmith's "*Deserted Village*" were very satisfactory. The composition is improving, though, it ought to be said, with great room for improvement yet. Spelling and Punctuation are evidently coming in for a larger share of our teachers' attention, while the extract for reproduction was in most cases well done. The appearance of the papers was a further improvement, in point of arrangement and writing, on that of previous years.

In closing this report for another year, I would again advise all our teachers to make themselves thoroughly conversant with all the requirements of the law and regulations at their very earliest opportunities, as I would recommend that the late amendments to the regulations and other changes in the curriculum should be issued to all our schools, in printed form

separately or through the EDUCATIONAL RECORD. With this report I annex the usual annual circular of instructions for the information of our teachers in the limitations of the Course of Study.

(Signed) J. M. HARPER.

### CIRCULAR FOR 1893-94.

The attention of the principals and teachers of the Model Schools and Academies under the supervision of the Protestant Committee of the Council of Public Instruction is respectfully directed to the following :

1. The pupils of Grade II. Academy are expected to take Canadian History in future, as well as British History, in order to meet the requirements of examination. The preliminary papers prepared by the A. A. examiners in Writing, Dictation, Arithmetic, English Grammar, Geography, British and Canadian History, New Testament History, are used as the examination papers for this grade. The New Testament paper in Grade III. Model School or Grade I. Academy will be the same as in Grade II. Academy.

2. In English, the selections to be specially studied in the Fourth Reader, with special attention to dictation, derivation, definition, grammatical construction, and abstract writing, are to be found from the beginning of the book to page 152, and in the Fifth Reader from page 1 to page 157. The poetical extracts should receive careful attention, as should also the derivation of the words placed in column at the beginning of each lesson. If you use the Royal Reader, please notify this office.

4. The selections for French reading and translation are to be taken from the Progressive Reader, from page 65 to the end, the lesson on "Christophe Colomb" to be studied for re-translation by the pupils of Grade I. Academy. For Grade II. Academy the selections for French translation are to be taken from any part of the Progressive Reader, or as an alternative, from the last fifteen of the extracts selected for the A. A. Examinations. For re-translation, the lessons in the Progressive Reader entitled Christophe Colomb, L'Examen dangereux, Un Voyage en Calabre, and Mieux que ça, or as an alternative the extracts from Darey, pages 191, 182, 176 and 169.

6. The character of the Mental Arithmetic for all the Model School grades will be continued.

7. As was remarked last year, teachers should avoid carrying on the study of all the subjects of a grade at the same time : in

many of our schools a time-table, giving prominence to only four or five subjects for the time being, has been found to give satisfaction. With three such time-tables for the year, anything like overpressure is avoided. The optional subjects for each grade are explicitly defined in the new regulation, which, with others, referring to the limiting of the curriculum of Model Schools, the presenting of pupils in Grade III. Academy, the remuneration of deputy-examiners, the purposes for which the bonus for appliances is to be exclusively expended, and the competition for well-kept grounds, ought to be carefully considered while entering upon the work for the year.

8. The recognition of school libraries as important adjuncts to our Superior Schools in the award made for appliances cannot now long be delayed, and it would be well for our teachers to put forth every effort to establish, restore, or improve such adjuncts this year. Suggestions in regard to the maturing of this or any other scheme for the bettering of our schools, will be gladly received at this office, where every teacher is expected to have his or her name registered.

9. The principal or head-teacher of each school is requested to send a complete list of the staff of his or her school immediately on receipt of this circular.

Quebec, 4th September, 1893.

### DIRECTORY OF SUPERIOR SCHOOLS, 1893.

*Aylmer.*—Mr. J. A. Dresser ; Miss L. Austin ; Miss M. McLean.

*Bedford.*—Mr. E. G. Hipp, B.A. ; Miss A. Snyder ; Miss E. Rix.

*Berthier.*—Mr. Max Liebich ; Mr. R. M. Newton ; Mr. J. S. Barley ; Miss M. Newton.

*Bryson.*—Miss E. Weldon ; Miss M. Hanran.

*Bury.*—Miss E. Paintin ; Miss A. Cook.

*Clarenceville.*—Mr. J. W. Armitage.

*Clarendon.*—Mr. R. W. Hodgins ; Miss Jennie McFarlane.

*Coaticook.*—Mr. G. L. Masten ; Miss A. Wadleigh ; Miss E. Van Vliet ; Miss S. A. Mason ; Miss Lanra Van Vliet.

*Como.*—Miss M. Armatage.

*Compton (Ladies' College).*—Miss A. B. Cochrane ; Mrs. A. M. Brouse ; Miss F. Young ; Miss L. H. Murphy.

*Cookshire.*—Mr. J. H. Keller ; Miss M. Ayerst.

*Côte St. Antoine.*—Mr. J. Nicholson, B.A. ; Mr. J. Ringland ; Miss P. Steacy ; Miss M. Walker ; Miss A. Smith ; Miss C. Kerr ; Miss A. Macmaster ; Miss A. Ramsay ; Miss L. Wills ; Miss A. Kirkman.

*Cowansville.*—Mr. E. Rivard, B.A. ; Miss F. Moss ; Miss L. Ruiter ; Miss M. Watson.

*Danville.*—Mr. W. T. Briggs, B.A. ; Mrs. L. E. Delamotte ; Miss M. Hall ; Miss B. Atkinson.

*Dunham.*—Miss B. Grant ; Miss L. J. Millar.

*Farnham.*—Mr. Stanley A. Banfill ; Miss Nancy Hayes.

*Fort Coulonge.*—Miss A. Thompson.

- Frelighsburg.*—Mr. A. J. Bedec ; Miss Clara Yates.  
*Gould.*—Miss Jessie Sutherland ; Miss Mary Dempsey.  
*Granby.*—Mr. H. Townsend, B.A. ; Mrs. Kimpton ; Miss M. Grant ; Miss M. Gill.  
*Hatley.*—Miss Catherine M. Stevenson ; Miss Kate L. Carbee.  
*Hemmingford.*—Mr. J. Lipsey ; Miss A. M. Wilson.  
*Hull.*—Mr. Jas. Bennie ; Miss M. Fyles ; Miss L. Dahms ; Miss M. Scott.  
*Huntingdon.*—Mr. C. S. Holiday, B.A. ; Mr. Allison Outterson ; Miss Catherine Nolan ; Miss C. Wills ; Miss Janet McLean ; Miss E. Gordon ; Miss A. Diekson.  
*Inverness.*—Mr. D. McK. Rowat ; Mr. E. Butler ; Miss E. Brouard.  
*Kinnebar's Mills.*—Mr. V. E. Morrill.  
*Knowlton.*—Mr. Levi Moore, B.A. ; Miss Lillie Orr ; Miss E. C. Lockerby.  
*Lachine.*—Miss M. Lee, B.A. ; Miss L. Creswell.  
*Lachute.*—Mr. N. T. Truell ; Miss E. McLeod, B.A. ; Miss Jessie Doig ; Miss H. Paton ; Miss S. McGibbon ; Miss M. Barron.  
*Lacolle.*—Miss M. R. Graham ; Miss Ida Featherstone.  
*Leeds.*—Mr. David MeHarg ; Mrs. Robertson.  
*Levis.*—Mr. Charles McBurney, Miss Edith Richardson.  
*Lennoxville.*—Miss A. J. Wadleigh ; Miss W. Brown ; Miss H. Balfour.  
*Magog.*—Mr. O. M. Derby ; Mrs. M. Young.  
*Mansonville.*—Mr. C. W. Ford ; Miss H. Shepherd ; Miss Rose Collard.  
*Marbleton.*—Miss M. E. Bradford ; Miss A. M. Hooker.  
*Mystic.*—Miss A. Maude Marsh ; Miss Hattie Jones.  
*Ormstown.*—Mr. D. M. Gilmour ; Miss A. Blackett ; Miss E. Spearman.  
*Paspebiac.*—Miss M. R. Caulfield ; Miss L. Howitson.  
*Portage du Fort.*—Miss Luttrell ; Miss Carey.  
*Quebec (Girls').*—Miss E. Macdonald ; Miss J. Ferguson ; Miss M. Wilkinson ; Miss M. Bush ; Miss C. E. Rondeau.  
*Rardon.*—Miss F. Jameson ; Miss Bessie Davies.  
*Richmond.*—Miss E. Mina Smith ; Miss Jessie Haggart ; Miss A. E. Smith.  
*Saryerville.*—Miss K. Stobo ; Miss J. Stobo ; Miss M. McDermott.  
*Shawville.*—Miss Cora Dunkerley, Miss C. Armstrong ; Miss M. Whalen.  
*Sherbrooke (Boys').*—Mr. A. McArthur, B.A. ; Mrs. R. Berry ; Miss A. Hawley ; Miss M. Mitchell ; Miss P. Lothrop ; Miss B. Lothrop.  
*Sherbrooke (Girls').*—Miss B. L. Smith ; Miss H. Sherriffs.  
*Sorel.*—Miss M. G. Johnson.  
*Stanbridge East.*—Mr. G. D. Fuller ; Miss J. Corey.  
*Scotstown.*—Miss L. A. McCaskill ; Miss M. S. Dennis.  
*St. Andrews.*—Mr. Thos. E. Townsend ; Mrs. R. Simpson.  
*Stanstead College.*—Rev. C. R. Flanders, B.A. ; Mr. H. W. Kollinger, B.A. ; Mr. Wm. McNaughton ; Mr. Geo. Ryan ; Ethelwyn Piteher ; O. H. Bresse ; Miss Amy Liebich ; Miss Catherine Howard ; Miss Kate Goodfellow.  
*St. Francis College.*—Rev. C. A. Tanner ; Mr. N. A. Honeyman, B.A. ; Mr. C. W. Parkin ; Mr. Armitage Ewing.  
*St. Johns.*—Mr. J. W. Alexander, B.A. ; Miss C. Bulman ; Miss E. Nicolls.  
*St. Lambert.*—Mr. James McKay ; Miss B. Cameron ; Miss A. Cameron ; Miss L. E. Cole.  
*St. Sylvestre.*—Miss Charlotte Woodside.  
*Sutton.*—Mr. A. Gilman, B.A. ; Mr. E. Westover ; Miss A. Westman.  
*Three Rivers.*—Mr. John Douglas, B.A. ; Miss M. Douglas ; Miss M. McCutcheon.  
*Uxverton.*—Miss Tillie A. Arnold ; Miss H. Hood.  
*Valleyfield.*—Mr. D. Pettes ; Miss Ahearn.  
*Waterloo.*—Mr. James Mabon, B.A. ; Miss J. Parmelee ; Miss J. Solomon ; Miss L. Brown ; Mrs. L. H. Libby.  
*Waterville.*—Miss E. Hepburn ; Miss S. Richards ; Miss M. McIntosh.  
*Windsor Mills.*—Miss T. Jane Reid ; Miss Eliza D. Armstrong.

TABULAR STATEMENT IN CONNECTION WITH THE JUNE EXAMINATIONS OF 1893 (ACADEMIES).

NAME OF ACADEMY.	Grand Total Marks.	Av. of the percentages of the Grades.	Pupils.		G. II. Mod.		Grade I.		Grade II.		Grade III.		Latin.		Greek.		Fren.		Eng.		Geom.		Alg.		Arith.		Total Appiances For Appiances.						
			Enrolled.	Presented.	Passed.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.							
Aylmer.....	5231	33	44	16	0	16	0	7	0	7	6	0	6	3	0	3	13	9	5	7	9	6	3	13	3	8	5	892					
Bedford.....	15242	70	58	32	24	8	14	7	11	10	1	6	6	0	1	1	0	21	1	3	1	28	4	52	0	17	1	30	1	947			
Clarenceville.....	4613	58	30	11	3	8	4	3	1	3	4	0	4	1	6	1	6	5	6	8	3	6	1	5	6	8	3	956					
Coaticook.....	17815	76	49	37	31	6	11	11	0	9	9	7	2	8	4	4	32	5	3	0	28	9	37	0	26	0	34	2	29	0	1085		
Compton L. Collge.....	11118	55	42	28	12	16	11	3	8	11	6	4	3	1	2	0	18	10	20	8	22	4	13	2	23	5	18	8	1125				
Cote St. Antoine.....	23633	72	46	42	33	4	17	17	0	9	9	4	10	4	2	2	0	20	4	42	0	42	0	23	1	35	7	40	0	1125			
Cowansville.....	12031	74	51	23	19	4	5	5	0	9	8	1	4	3	1	5	3	2	17	1	23	0	22	1	18	0	18	5	18	0	992		
Danville.....	9689	59	47	22	10	12	5	2	3	7	2	5	6	5	1	4	1	3	14	3	2	0	18	4	21	1	6	10	19	3	17	1	1128
Granby.....	18229	83	59	31	27	4	8	6	2	9	9	0	9	8	1	5	4	1	31	0	29	2	31	0	21	1	30	1	25	1	1015		
Huntingdon.....	74782	84	179	108	100	8	16	14	2	39	38	1	48	43	5	5	0	19	2	27	5	108	0	108	0	92	0	98	9	99	4	1160	
Inverness.....	11733	85	33	18	15	3	3	3	0	5	5	0	8	5	3	2	0	16	2	2	0	18	0	15	0	15	3	16	0	881			
Knowlton.....	17557	67	57	37	28	9	11	11	0	15	10	5	6	4	2	5	3	2	21	5	34	3	30	2	25	1	30	7	32	0	955		
Lachute.....	35634	73	90	63	45	18	12	8	4	22	15	7	23	18	5	6	4	2	47	16	2	0	53	10	54	9	53	10	54	3	1120		
Quebec G.H.S.....	22504	82	61	36	34	2	10	9	1	13	13	0	11	11	0	2	1	35	0	12	1	35	1	36	0	33	3	31	5	34	0	1090	
Shawville.....	9260	61	52	24	15	9	7	5	2	9	6	3	2	0	6	2	4	7	8	2	5	20	4	21	3	13	4	22	2	16	2	1021	
Sherbrooke.....	20739	75	71	39	34	5	9	6	3	21	20	1	5	5	0	4	3	1	32	3	1	39	0	39	0	29	1	38	1	33	2	1185	
Stanstead Coll. Sch.....	18811	67	111	39	25	14	10	8	2	10	6	4	10	8	2	9	3	6	19	10	3	4	35	3	31	6	27	2	32	7	27	3	1090
St. Francis Coll. Sch.....	9797	60	52	30	8	22	12	4	8	7	0	7	2	0	2	9	4	5	13	16	1	7	16	14	23	3	15	1	26	6	15	6	1070
St. Johns.....	8579	57	26	21	12	9	8	3	5	6	5	1	5	3	2	2	1	1	14	5	18	3	19	2	10	2	16	5	18	1	1052		
Three Rivers.....	5610	39	30	16	4	12	4	1	3	9	3	6	2	0	2	1	0	1	4	12	9	7	13	3	6	6	9	7	9	6	1040		
Waterloo.....	26291	77	67	46	41	5	16	14	2	8	7	1	15	14	1	7	6	1	39	7	1	6	43	3	46	0	27	1	43	3	39	0	1095





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**Articles : Original and Selected.**

THE CONVENTION OF 1893.

The Convention of this year in connection with the Provincial Association of the Protestant Teachers of the Province of Quebec was, in many respects, not dissimilar from its predecessors, and the Committee who had for its task the arrangement of the programme are to be congratulated on the manner in which it was carried out. The Report of the Executive Committee contained an account of the progress of the year. At the three meetings of the year, the most of the work done had reference to the programme of the convention, but in one or two instances there was a divergence from this point, as, for example, in the case of the proposed text-book on Canadian history. As you know, says the report, this matter is now in the hands of the Dominion Educational Association. The secretary of it, however, deemed it his duty to report to your committee on the question of the money asked for from the different provincial Governments, that promises for the payment of the money had been received from all the provinces except Quebec. The discussion on this resulted in the appointment of a committee of three chosen from your executive, with power to add to their number, to further the efforts of the Dominion Educational Association in securing the appropriation asked from the

province towards a text-book on Canadian history. This committee, after adding to their number the president of the Roman Catholic Teachers' Association and two representatives of the Catholic schools, were able to secure the co-operation of the Provincial Treasurer in the matter, and before long were assured by the Premier that Quebec would do its duty, and that the amount would be put into the next estimates. Again, in the matter of a Compulsory Educational Bill, you will remember that two years ago a very full report was presented to your Convention, and that you then placed the whole question in the hands of the executive, who appointed a committee to take charge of the question. This committee presented a report, which the committee adopted and ordered to be read as a part of this report.

The report also dealt with the subject of compulsory education in the following terms :—“ The time is now ripe for an exhaustive discussion of compulsory education, and the report also proposes a resolution for the Convention to adopt. It sets out that the right of the state to tax for educational purposes is correlative to the duty not only to see that adequate education is offered to the people, but to see that the people are adequately educated. The resolution concludes with a recommendation that “ the Province enact such a measure as on one hand will make adequate education accessible to every child, and, on the other, will compel the education of every child ; so that neither the wilfulness of children nor the neglect of parents shall issue in ignorance, in the poverty that springs from ignorance and in the crime that festers in communities that are both ignorant and poverty-stricken.”

The report of the Executive further asked that the government carry the principle on which governmental interference with education is founded to its legitimate conclusion by insisting on it that not only shall children of the poor and rich be properly instructed, whether in school or privately, but that the sons and daughters of rich and poor alike shall, when school days are over, be fitted for the exercise of some trade, handicraft, art or profession by which they may be able to support themselves and serve the community. The sub-committee believe the time has come for a discussion of the matter and suggest the appointment of a committee to communicate the resolutions to the labor organizations, to the Provincial Government and to church bodies. That steps be taken to secure an early and full discussion of the question of compulsory education.

The report of the Treasurer showed a balance of \$438.38, and this was followed by the report of the Curator of the Library.

The report of the Pension Commissioners showed that the revenue of the fund amounted to \$20,804.66. On June 30, 1893, the total capitalized revenue amounted to the sum of \$175,279.95. At present the expenditure was 23-100 percent. During the past year pensions were paid to 368 persons, of whom 290 were females. The average pension was \$85.41; persons over 56 years of age were paid \$169.36, and those under that age received \$42.04. The report was adopted.

The report of the representative to the Protestant Committee dealt chiefly with the distribution of the moneys at the disposal of that body. The most important matter, as the teacher's representative said, was the division of the fund arising from marriage license fees. According to tradition, a fixed sum was set aside for the universities. This tradition was still in process of being discussed, and possibly an early settlement would lead to a disappearance of what some have deemed an unseemly scramble for the lion's share of this fund.

At the session of the afternoon there was a discussion over the school exhibit at Chicago, which had been announced as having been sent from the Protestant schools of Quebec, and a resolution was passed repudiating the representation, and disclaiming, on the part of the Convention, any connection with the exhibit.

After this discussion, Miss Bishop read her paper on the Delsarte culture. Physical culture was the theme, and she gave the teachers many valuable points which they might use with advantage to themselves and the children committed to their care. One point strongly urged was that respecting the poise of the body. The incorrect, ungraceful and unhealthy positions in standing were practically illustrated. The truthfulness was apparent to all. The paper was very interesting to the Convention, and a brief discussion followed. A vote of thanks was accorded Miss Bishop.

Mr. A. B. Wardrop afterwards discussed the subject of Writing. He spoke of the prevalence of bad writing almost everywhere, and charged lung diseases and spinal deformity in children in a measure to the improper modes of teaching this art, and the improper positions children were allowed to take while at the copy books. He discussed the pen and some of the elementary principles to be followed in using it. There was a short discussion, and then an adjournment of the business session until this morning.

On the evening of the first day of the Convention there was held a *conversazione* in the new building of the Montreal High School, at which addresses were delivered by the Rev. Principal McVicar, the Hon. Gédéon Ouimet, Dr. Heneker, the retiring President of the Teachers' Association, and the Mayor of the city of Montreal. During the evening there were refreshments and music.

The President of the Association, in his address, said: "I would like to speak to the teachers as a teacher, and though there will be a great many details in which outsiders are but little interested, I hope the audience will bear with me. The school boy was an interesting object as at about seven years of age he presented himself at school. He united in himself the trials of the past and the hopes of the future. Education sees in him, soul, mind, and body, and feels its responsibility. It sees in the mind the sum of capabilities and it proceeds to develop them. In this process of development the thing that plays the most important part next to teaching is a judicious course of study, the most difficult of all work. This fact, unfortunately, is by no means universally recognized. Most people have their own ideas about what children should learn, and they forget that it is a professional matter that should not be tinkered with. Mr. Arthy gave several instances of how often the courses of study were changed, not even neglecting the question of dinner and luncheon or teaching pupils how to take care of their body on an empty stomach. The qualifications of a man who is to lay down a course of study were true conception of the value of, and true end of, education. Having determined this he must have a clear idea of the different classes of educators. Then, again, he must be familiar with the process of education as it takes place in the mind of the child. Lastly he must have a fair estimate of the doctrine of educational value and make such a selection that the true balance between knowledge and mental training be preserved. We are fond of comparing our profession with that of the law and others, yet we are on an entirely different footing, for we must acknowledge the supervision of school boards and others. Still, the opinions of teachers ought to be deferred to on professional questions as well as in other professions, and on this point all teachers ought to take a determined stand. There is much in our system of which we ought to be proud, but there are many defects. For one thing it suffers from the mechanical influence of the graded system. In a word, the children are learning to do rather than to know; to acquire power rather than know-

ledge. The picture is attractive, but we feel no assurance that many of our good points are not sacrificed to the progressive spirit of the age. In urging you thus I am aware I am urging you to a step which must end in an amendment to the school law, and yet I am not in favor of a radical change. The question which I have presented involves many impracticable things, many delicate details. But let us go slow. Let us strike a committee to clear away preliminary difficulties and report upon the best way to reach our aim. I find no fault with the gentlemen who administer the law, but with the law itself."

On Friday morning Dr. Robins read a paper on Agriculture, in which he asked: Should the pupil be taught agriculture? If so, how should he be taught it? The subject was one of great importance and difficulty. The text-book of to-day would be antiquated three years hence. They were on the eve of great discoveries in agriculture as a natural science. They had discovered how plant life was sustained by minute forms of parasitic life which conveyed from the air life-giving properties; how life on the great scale was produced from minute forms of other life which had hidden themselves away, and eluded the grasp of the scientist. Other discoveries would be made which would revolutionize present methods of agriculture. Had they the time to take up the subject at all? Had they not too many subjects already? The answer was, that they must get rid of some subjects, or rather, of their method of teaching some subjects. The scheme of education appeared to have been originally intended to supply clerks for the merchant. The commercial element of the arithmetic must be modified. In its place let there be more immediate relation to science. They were teaching a good deal of traditional knowledge. He had been taught that three barley corns made an inch. That came in with the Tudors; yet he and the generation around him had been taught it. They might discard some things. The text-book was only the beginning. It must not be a mere setting forth of principles, but it must open up the way to practical knowledge. It must go into calculations. The farmer did not go into agriculture as an interesting recreation, but to make a living and a profit, to increase the fertility of the soil, to make the business prosperous by a proper rotation of crops. Therefore, whatever was done in this matter should be of a practical character. First of all, and as preliminary to the actual study, there should be a knowledge of physics. To that should be added chemistry; after that the physiology of botany, and the physiology of animal life—not of life in the large animals, so

much as of life in the minute—the microscopic, which was the foundation and the potency of other and higher forms. The utmost knowledge that could be obtained was desirable on this subject. He was not a politician, but he saw that the social superstructure was giving way, because the top was too heavy. He did not profess to say that he had a ready-made remedy for that, but what he knew was, that help must come, not from outside, but from the farmers themselves, in order that agriculture, which was the foundation of all things, should be placed upon a sure footing. The farmer wanted all the light that could be obtained. He wanted to reap the advantage of every fresh discovery, because agriculture lay at the root of all the sciences, and to be prosperous it must be enlightened. Dr. Robins closed with an earnest exhortation to the teachers to take up this study with enthusiasm. Efforts had been made elsewhere. What other men had done they could do. Let them not say they had not the mental equipment which their elders, who had done so much, had. If they possessed it not, let them not rest till they obtained it, so that, rounded and complete, they might grow up to the full measure of a perfect man.

In the discussion which followed, Sir William Dawson was the first to take part. In the course of his remarks he said that he had introduced the subject in Nova Scotia in 1857, and prepared a text-book, which was now out of date. There was a cry against the multiplication of subjects in the schools, with which he sympathized. He held that all sorts of training, whether technical or otherwise, should be undertaken not so much for the purpose of making the pupil this or that handicraftsman, as for furnishing him in such sort that he could go out into the world and take his place at all forms of work. Manual training should aid in the general fitness which would make the man valuable in the various walks of life. But a strong plea could be made for the introduction of agriculture. It was the art of arts. It was the business of our first father, who was commanded to dress his garden. It lay at the very foundation of life. It had immediate relation to the plan of the universe, and to the existence of man and all forms of life on the earth. The man who was placed at a machine in a workshop in the city did not require to know a great deal. But the farmer was independent. He had the means of living within himself, as it were. How desirable it was that he should have all the knowledge possible in relation to the enriching of the soil, the succession of crops, the life of all things that lived

around him! Scientific agriculture, once it got a start as a study, would grow with accelerated ratio. The scientific farmer would impart his knowledge to his children, and thus it would go on. Sir William had a word to say about the Protestant Committee of Public Instruction, of which he was a member. He said that while he had to give up active educational work, he hoped to remain a member of this body as long as he was able, showing his interest in that which was nearest his heart, the education and culture of the people. (Applause.) He could say that that body was sincerely anxious to do all that it could to advance the interests of education. If more was expected of it, it ought to be remembered that it had not the means, it had not the legal power to do more. As to the distribution of grants, that was gone into with every desire to do justice all round. He went a little into the history of the grant to superior education, to show that the universities had commenced by helping the secondary schools. For himself, he desired to see the universities quite independent of this or any other body, independent of any grant from government. Unfortunately, while kind friends came forward to liberally endow the accessories of education, as in the form of technical and other special training, they had not yet come forward to place education proper, that was, general education, upon an independent basis. They were as poor now as they had been many years ago in this respect.

Miss E. Binmore, B.A., after the discussion on Agriculture had been brought to a close, addressed the Convention on "Manual Training in its Relation to the Public School." Miss Binmore has been to New York studying the subject, and is enthusiastic over what she saw at a public school in the Bowery, where manual training was carried on with great success.

In the afternoon of Friday, S. B. Sinclair, B.A., of Hamilton, Ontario, spoke on Kindergarten Methods in Primary Work. As Mr. Sinclair's paper will subsequently appear in the RECORD, it may only be said here that his advice was well received with great enthusiasm. After his address, Mr. Gammel, B.A., of the Montreal High School, read an interesting paper on Geography, which was well received.

At the evening session of Friday, which was held in the hall of the Montreal High School, a paper on "Art Education in Elementary Schools" was read by Mrs. Dana Hicks, of Boston. She spoke of form, study and drawing, and briefly sketched the evolution of these, showing that drawing was at first regarded as an accomplishment for a few; then came industrial drawing



for industrial workers, then form study and drawing began to be looked upon as a means of mental development; and we were just now entering on another stage of art culture as a means of spiritual development for all. Form in study and drawing were important factors in mental development, and all progressive educators gave them an important place in the school curriculum.

“Religious Instruction in Public Schools” was the subject of a paper by the Rev. A. C. Courtice, who opposed secularizing the schools. There were two serious objections to purely secular schools; first, that such a system lowered the educational standard, and to that extent deteriorated the educational result, and, second, that it would strongly tend to foster class distinction, and with no broad, deep, unifying influence in the school, such a system would be an effectual bar to the best type of Canadian patriotism within the Dominion. During the evening recitations were given by Miss McGarry and songs by Miss Virtue and Mr. Cunningham.

On Saturday morning a paper was read on the “School Library,” addresses delivered by G. W. Stephens, Esq., and the Rev. Dr. Shaw, and an essay on Grammar, read by Miss Peebles, after which the Convention was declared closed.

The remarks made by Mr. Stephens were of a practical character, urging the introduction of ethical teaching in the schools. The Rev. Dr. Shaw’s address was one of the pleasantest during the whole Convention. We have not yet received the official list of the officers elected, but as soon as it is received we will publish it.

### **Editorial Notes and Comments.**

At the close of Mr. G. W. Stephens’s address on Ethical Training to the teachers at the late Convention, he referred, as he has done previously, to the mean remuneration the most of them are receiving. Like the speaker on religious training the evening before, he made, however, no attempt at suggesting a remedy. And indeed the question seems to be so beset with difficulties that few can think of a remedy, far less develop it into a proposition in which there is sufficient of the practical to recommend it. A recommendation has lately been placed before the Protestant Committee, which, if acted upon, may lead to ameliorating results. But in this effort to increase the salaries, teachers must be true to themselves in helping out the reform. Not long ago the *Educational Journal* of Toronto

published the following from one of its correspondents, and our teachers should carefully take note of what he says: "The educational system of Canada is undoubtedly fine, but in at least one line it is susceptible of improvement. I refer to the salaries of teachers. While in everything pertaining to the training and preparation of teachers for their very important duties, great and rapid strides in advancement have been made since the foundation of our public school system was laid; yet, in many places we find the most primitive method of engaging and paying this hard working class of people to prevail. When these methods involve so much that is derogatory to the dignity of the profession and utterly opposed to that spirit of love of our neighbor which it is the first duty of teachers to inculcate in their pupils, it is a matter of wonder that the abuse has been allowed to continue so long and that even yet it attracts very little notice.

What becomes of the nobility and honor of a profession whose members are supposed to attain the privilege of exercising their talents by a species of tendering and underbidding that would not be tolerated among thieves? And what must be the effect on a school of impressionable children of the life and character of one who takes advantage of the chances allowed by a false system to violate the golden rule?

When a school board finds itself in need of a teacher there should be some better method of securing one than to advertise for "applications with testimonials, *stating salary.*" In how many instances is the emphasis not on the last phrase, but on the one immediately preceding? How many an anxious applicant has tortured his brain "groping blindly in the darkness" after that unknown and unknowable quantity of dollars and cents which should be the highest possible under that to which some other not less anxious soul has fixed his fate? Since all teachers deplore this state of things, why should it be allowed to remain, without, at least, an effort for the better." There have been one or two instances of this indirect underbidding in our own province of late, and we trust it will disappear before publicity is given of individual cases. If the teachers cannot be true themselves in this matter, how can they expect their friends to put forth continuous efforts to stand by them. As our contemporary remarks, the pity is that all teachers could not agree to boycott such advertisements as those that are thus put out as feelers for the man or woman who will consent to work for the smallest salary, and apply for no position in which the School Commissioners refuse to state

clearly the salary they can afford and are willing to pay. We would go further and say that salaries should be graded according to the position, and that no teacher should demean himself by taking a smaller salary than his predecessor had.

—Mr. Richard Lees has stated or restated the question in this way. What is the cause of the exodus from the ranks of even our male teachers? “One reason, no doubt, is the smallness of the remuneration. There are only a comparatively small number of public school positions in which the salary paid is sufficient to enable the men to take a partner, establish a home and assume the duties of and responsibilities of a citizen. The income of even the best positions is a miserable pittance compared with the best positions in law, medicine or theology. Are the men who occupy these so superior in ability or scholarship to the men who occupy the highest positions in the teaching profession, that their remuneration should be three, four, or even five times that of the latter? If they are, it is simply because men of ability shun teaching as offering too poor a field for the exercise of their powers. It is not to these higher positions, however, that what has been said on the subject of salary especially applies, but to the great mass of schools in which salaries are paid ranging from \$200 to \$500. It does not require a very large share of ability or scholarship to obtain a third-class certificate, and yet it requires more than is possessed by everyone. We can all remember cases in which some Solon, not half so wise as he thought himself, envious of the easy time and big pay of the teacher in the neighboring school, has grown ambitious and resolved to become a teacher. Filled with this laudable ambition he started to school, succeeded in passing the entrance examination, spent a year or perhaps several of them at the high school, but never got into his contracted cranium enough learning to pass the third-class examination. So that I say that even the holder of a third-class certificate, besides possessing a degree of scholarship above average, possesses, in most cases at least, an amount of natural ability that will secure for him a remuneration better than that of a farm labourer in almost any other calling than that of teaching, hence the likelihood that he will turn his attention to something else.” And yet how often has the case been stated thus without any practical results. Indeed, so little has so far been done beyond talking of this reform that the teachers are coming to think that there is nothing in it, save the round of applause which generally follows the platform outcry.

—When the Evangelical Alliance lately made their suggestion to our educators that the regulations about religious instruction in our schools should be amended so that they would say exactly what they do say, they were not unlike the old lady who would go to London on the electric telegraph, they evidently knew little or nothing about “the system.” Or, perhaps, they had been reading something like the following, which had excited their righteous fears. “Household or manhood suffrage,” says a late writer to the press, “in the exercise of illiteracy is a dangerous thing. Every child in the land should be educated according to the station he is to fill in life. But shall it be state aided and free? Shall it be compulsory? Shall it be sectarian, or national? I am for compulsory education; and in consequence of this, I hold that it should and must be free. The state receives the benefit, and the state should pay for it. It is perilous for the state to put political power into the hands of the ignorant. But what has the minister to do with this? I answer, work for it with what might he can. He can preach to the rich, from pulpit, platform and press, and ‘charge’ them to be ‘ready to do good and to distribute’ to the help of those who are less fortunate than themselves. Of course, there will be a battle to fight and win, upon the question whether the education shall be sectarian or national. I plead for the national—by the nation and for the nation. This has proved to be more efficient than the sectarian, even where the latter has been at its best. In proof of this one has only to contrast the condition of things in Spain, Mexico, South America, the South of Ireland and in the villages of Quebec, with that of Germany, Scotland, England, the United States and the Province of Ontario. By the national system we escape the evil of giving national money to teach sectarian creeds, of handing Protestant children over to Catholics, or Catholic children over to Protestants. I am aware that the Catholics would oppose this system, on the ground that it is the exclusive prerogative of the Church to decide the methods and nature of the education. I am sorry that they should do so; but our attitude must be one of indifference because of this. That would result in danger to the state, and would be injurious to children and people. We must be active in antagonism to ignorance to sectarian schools, and for a national system. We must endeavor to put the Bible into every school, without note or comment, and I have yet to learn that it will hurt anyone. We must strive to banish from those schools, all creeds and catechisms, and leave the teaching

of these to the Church and Sunday-school. And the schools should be so graded that a willing child can climb from the gutter to the top of the ladder. The struggle for these things will be long and vigorous; but we must not be disheartened by that." In view of the fact that there are such opinions abroad, would it not be well to let well enough alone in the Province of Quebec, even if some of us should miss the self-satisfaction of seeing our name in print. It would surely, at least, be wise always to learn first how far the law *does* go before stating how far it should go.

—Mr. Cross's letter, in a *Witness* of last month, is not a matter to be laughed at by our young teachers. There is a serious *morale* to be drawn from it, and if those applying for positions as teachers do not see it, they are very dull indeed. A teacher who would deliberately apply for a position in school, without carefully scanning the spelling and composition of his or her letter of application, is not worthy receiving any appointment. If the purpose of our school education be not to enable young folks to pass as educated persons in the world, what is its purpose? And if such be the purpose, why is it that so few can pass the test, by showing their ability to express themselves in their own language, written or spoken?

### **Current Events.**

The night schools in Montreal have been re-opened, though the Provincial Secretary declares that they have not given his colleagues in the government satisfaction. The latest instructions are, that these schools may be opened as soon as convenient, and the government will contribute to the same extent as last year. The admission fees will remain as they were, namely, fifty cents, which will be refunded or kept, upon the same conditions as last year. The number of schools to be opened is left to the School Commissioners. If, when the schools are opened, the number of pupils entered is less than the figures fixed by the School Commissioners last year, to keep a school open, the number of schools must be diminished so that each may have the proper quantity. If, after the schools have been opened, the attendance at a school diminishes, so as to fall below the established quota, such schools must be closed, and the pupils transferred to another, so that the latter may have the required number. In all other respects the schools must be conducted in the same way, and on the same conditions as last year.

—The Board of School Commissioners of the City of Quebec has been re-organized as follows:—The Very Rev. Dean Norman, D.D., Chairman, Messrs. W. G. Wurtele and George Lampson, Esq., B.A., as members appointed by the Government, and Messrs. G. R. Renfrew, P. Johnston and Thomas Brodie, as members selected by the City Council.

—Professor Drummond, who has lately been visiting Canada, at the opening of the Chicago University said:—"It seems to me, after all, that the treasure of life is very near. It is close to every life, if we could only get on the right track. The elements which make up religion are few and exceedingly simple. There are three elements which make up complete life. The first is work. Three-fourths of most of our lives is given up to work. How can we then become saints if three-fourths of our lives is given up to work? You are aware that nothing is more religious in the world than working from day to day. The workshop is not the place for making engines—it is the place to make men. The university is not the place to make scholars—it is the place to make character. It makes character by work. How does a man learn to become accurate, conscientious and honest? Just as he learns to play baseball—by practice. Without practice none of these things can be done. The man who deserts his work turns out to be a scamp. But the man who makes a religion of his work from day to day, who sees that that is life—he will become the religious man. The second element which makes up life is God. We must try to cultivate what our forefathers called 'the presence of God.' One of the most difficult things in the world is to get a true conception of God, such a conception as the old scripture-writers had. We think some one else is God. We are always looking 'up there.' There is no 'up there.' What is up there now will be down there to-morrow. God is a spirit. We have all heard these voices of the soul. All that is necessary for growth is for us to yield ourselves to these voices. God must be doing something. For millions of years He made the stars, and the animals and the flowers. Did He stop with man? Has the Creator finished His work? Surely we shall find Him at the top of the building. In every one of us His work is going on. Hence the value of living in the presence of God. What would leave the greatest blank in your life if it were taken away? Love is the third element in the complete life. Life is partly made up of human friends. In the great painting of 'The Angelus' if the man had been there alone it would have been dreary. If the woman had been alone it would have

been sentimental. But they are both there. It always takes two to complete a life. They may be brother and sister, but no man and no woman can live alone and lead a complete life. Let me say to the students what Samuel Johnson said: 'We must keep our friendship in repair.' It is not a small matter that we should have friends. It is a most difficult thing to retain a lasting friend. God is love. Where love is God is, and where love is in our hearts for friends there God is. We therefore cultivate friendships and *esprit du corps*. These three things, then, make up life. If any one is missing we are not happy. A fourth is too many. To rest a man's soul in life he must have work, God and love."

—The opening of the Redpath Library in connection with the McGill University is a prominent event in the history of that institution. As Sir William Dawson said, when called upon to address the assembly met to grace the occasion of the opening ceremonies, the present caused the mind to revert to early times when they had no library at all. These were the days, in 1855, of struggle. In 1860, when they had their new buildings, they had room for 2,000 volumes, and thought themselves rather well off. After that they had the gift from Mr. Molson of the William Molson Hall, which gave them space for 20,000 volumes. Then they appeared to have too much space, and not enough of books, and they thought that the empty space looked meagre. But friends were kind, and the books grew, until, in 1892, they had 35,000, and began to complain that they had no adequate place in which to bestow them. Now, thanks to the kindness of Mr. Redpath, they had a library which would contain 150,000 volumes, and a hall and conveniences and surroundings which gave the students facilities for reading and consultation which they had never before enjoyed. (Applause.) Thanks to the interest and taste of Mrs. Redpath they had those fine windows from which so many of the great ones looked constantly down, stimulating the student to greater diligence and research. Present requirement had now been fully satisfied, but as to the future, it might be said that as they had too little room in the past, so the day would come when the present building might not satisfy a larger need. He hoped that Mr. and Mrs. Redpath would live to see that time, when he was sure that the new need would be met as the present one had been met.

—Of Mr. Redpath, the donor of the above magnificent gift to the McGill University, a contemporary says: Mr. Peter Redpath is the son of the late John Redpath of this city. He

is well and favorably known as an earnest and faithful worker in the interests of his native city of Montreal. During his sixteen or seventeen years residence in England he has never lost interest in the affairs of Canada, and on many occasions has shown that the prosperity of this country is ever dear to his heart. While in Montreal he took an active part in the advancement of the city's interests. He was one of the chief supporters of the Montreal General Hospital, and was for many years connected with the large sugar refining industry founded by his father and bearing his name. Mr. Redpath is one of the London board of directors of the Bank of Montreal. He is a member of the Canadian Institute, and was associated with Sir Donald A. Smith as representative of the Montreal Board of Trade at the recent Intercolonial Trade Congress held in London. His generosity towards and love for the city of Montreal is evidenced by the Redpath museum which was founded through his munificence. In addition to the present gift to the McGill College he has given several endowments, and his name is attached to more than one scholarship in the various faculties.

—The establishing of school libraries in every village in the Province of Quebec is an enterprise which may take rank as a corollary of Mr. Redpath's munificence, and it is to be hoped, that the efforts put forth by the various communities in this connection will meet with recognition by some of our capitalists. Why should all the efforts of the capitalist-philanthropist be directed towards the city. May the country towns and villages not look for "the crumbs that fall from the master's table," if not for the more substantial viands. As has been hinted by the late Principal of McGill, a recognition of our common school-work would not now be out of place.

—Somebody is evidently catching it, though many who attended the Educational Congress perhaps missed the inanity exhibited, or possibly it was not in their section. We hope the editor of the following, who is evidently afraid of having the truth emphasized by repeating it, will keep away from much of our work in the Canadian Provinces which consists more or less of the process of such an emphasis. The practical seems to have done more for education than the theoretical. Yet the editor must have his word of admonition, and this is what he says:—The doings of the World's Educational Congress, recorded in one or two of our weekly journals, are not worth the paper they are printed on. These reports are merely skeleton, and yet not enough to determine their place in the



kingdom of bones educational. It seems to us almost an imposition to ask intelligent men and woman to read such dull, meaningless, inane accounts of the discussion of great questions—and that, too, in a sheet devoted, or supposed to be, to the interests of education.

—The repudiation of the Quebec Exhibit of School Work at Chicago, as selected from the work of our Protestant Schools in Quebec, may be a summary way of running from a humiliation, but as our correspondent, "A Montreal Teacher," hints, is it a manly way of facing a difficulty. The selection that found its way to Chicago was good enough for the teachers at the Dominion Convention of Teachers, at least it was placed alongside of exhibits from other Provinces when that Convention was held in Montreal. It was not then repudiated, and, why, it may well be asked, should it be repudiated now? Has any one's personal dignity been offended?

—In connection with one section of the night schools the following may be read with interest. They will be held at the same places as last year. As last year, those registering will have to make a deposit of fifty cents, which amount will be remitted to those attending two-thirds of the total number. School books, stationery, etc., will be supplied free. The Normal school will not be utilized this year. The teachers are to receive \$1.50 and the principals \$2.50 per night. Principal Archambault will be the superintendent of the system. There will be a hundred nights' course. There will be vacations at Christmas and Easter.

—In Ontario these are some of the regulations about the Inspectors:—With regard to the appointment of inspectors the chief regulation runs as follows: "The qualifications for a Public (Elementary) School Inspector's Certificate shall be (a) five years' successful experience as a teacher, of which at least three years' shall have been in a public school; and (b) a Specialist's Certificate obtained on a University Examination, or a Degree in Arts from the University of Toronto, with first class graduation honours in one or more of the recognized departments in said University, or an equivalent standing in any other University of Ontario, with a certificate of having passed the final examination of the Provincial School of Pedagogy." On the other hand, "Inspectors of High (Secondary) Schools are appointed by the Government, are selected from Principals of Collegiate Institutes, who have obtained the front rank in their profession, it having been fully acknowledged by educationists that work of this kind, to be properly performed,

must be assigned to experts practically engaged as teachers in High School or University." Among the detailed duties of the Public School Inspector we find the following:—" *To teach a few model lessons himself.* The proper methods of teaching subjects that are found to be neglected or badly taught by the teacher should be exemplified by the inspector. Here all the qualities which go to form the model teacher should be exercised. His method of questioning and receiving answers, of arousing the enthusiasm of the class, of securing attention, of reaching by apt illustration the judgment of the pupils, should serve the teacher both as a model and a stimulus."

—In Ontario there is a movement somewhat similar to the one in our own province. There the Minister of Education has been desirous of discouraging, as far as possible, any multiplicity of classes and of having the work limited largely to the more essential subjects. Pupils from any of the Public Schools, who have passed the Entrance Examination, may write at these examinations, but no money grant will be given where there is a High School, or where the Public School has not at least two teachers, one of them holding at least a second-class certificate. It is to be contended that a teacher should have higher than third-class qualifications to do successfully what is really High School work. It is further held that in a rural school, having only one teacher, it would cause the junior pupils to be neglected, if there should be the temptation of a money grant for passing pupils at this examination. All Public School Boards have still the power of requiring fifth form work to be taken up if there are pupils wishing to take this course, and the optional branches may be taught subject to the control of the Inspector. The Public School Leaving Examination is not a qualifying examination but a pupil who has taken this course will be all the better fitted to enter upon High School work, though the main object of the regulation is, it seems, to give children a good English education should their attainments be limited to Public School work.

—At the closing meeting of the Educational Congress at Chicago, Bishop Keane, discussing the methods and ends of education, said: "There are three great books that education must teach mankind to read—the book of nature, the book of humanity and the book divinity. You cannot separate these three. Humanity demands them all, and the end of education is to teach humanity to read them all. Human life, to stand solidly, must not be one-sided or lop-sided."

—The City of Chicago has taken the training of its

teachers into its own hands, having opened a training department in one of its large school buildings. A corps of specially qualified instructors has been engaged, who will lecture to the cadets and younger teachers on the methods and principles of pedagogy with special reference to the needs of the Chicago schools. It has been found by experience that the cadets, or teachers on probation, are of a sufficiently high scholarship for their duties, and as a rule succeed fairly well in the management of the lower classes to which they are assigned. They lack, however, a comprehensive idea of the system of education as a whole. They fail to perceive the relations between grades and studies and they are inexperienced in the art of mind-development, which is the keynote of the new education. To acquire this needed knowledge they will be expected to attend the lectures at the institutes. Cadets teach only a half-day and the other half-day they will become pupils. In this way the standard of efficiency of the teachers as a whole can be, it is thought, materially raised.

### **Literature, Historical Notes, etc.**

Dr. Wesley Mills in one of his addresses has said: We all recognize in some hazy way the relation of mind and body. Only the rankest materialism now-a-days confounds mind and matter, but I venture myself to think that the close dependence of mind and body in the light of modern science has never been adequately recognized. The essence of either mind or matter we can, of course, never hope to know, and it is not worth an earnest man's while to trouble further with such unprofitable problems. We may well repeat:

“What is mind? No matter.

“What is matter? Never mind.”

In the first place it cannot be too clearly realized, I think, that we only know the minds of others through the body—through some physical manifestation. Mr. Blank may be the perfection of intellect and moral worth, yet we can only learn this through some look or word or deed, and so far as his fellows are concerned he can only influence them directly through his physical being. But there is another truth that I wish more especially to emphasize, viz: that the mind and the body unfold or develop together and that for all practical purposes this associated development is of the utmost moment and, as I think, has never yet been adequately recognized, for if it had our

views of mental and moral development would have been greatly different and much misdirected energy would have been saved.

The changes that take place in the physical constitution of a human being before he is twenty-one years of age are altogether more pronounced than at any later period; and we find a corresponding difference in the non-physical part of the man—his psychic nature, using that term to include the mental and moral. Suppose we now inquire whether there is any real scientific basis for the belief that the period of an individual's life between, say sixteen and twenty-one, is the most important to himself and ultimately to the world. It is generally recognized that during these years the boy passes into the man, though not all that this implies. These years mark an epoch of great physical growth. As a matter of fact it is not the period of absolutely greatest growth, though this is more pronounced than at any later age. It is a period of extraordinary physical vigor, and is marked by a surplus of energy. But above all it is a period of development, characterized, indeed, by great external change in the form and proportion of parts.

But of still more consequence are the tissue changes. The brain usually increases considerably in size, yet not so rapidly as in some former periods. The greatest change seems to be in the hidden molecular life of the cells of this great organ on which all its higher manifestations depend. Two watches may in size and external appearance exactly resemble each other, yet be of very different value as time-pieces. The head-pieces of the graduates going out to-day, if they have undergone a healthy development during their college career, should be machines of a very different sort from those they were some four years ago. If we could but get a glimpse of their complex machinery as it was and as it is we should doubtless perceive wonderful arrangements of the molecular movement of brain cells. For real efficiency in the world the graduate should be, and notwithstanding all the defects of our methods of development, generally is, an organism capable of vastly more than he was as a freshman, whether we regard the quantity or the quality of the work, and especially the latter, which is, of course, of most importance; for the value of work, like that of other things, depends, as you know, very much on demand and supply, and of some kinds the supply is always short of the demand. One conclusion is therefore inevitable, if my premises are sound, viz: that harmonious and full physical development is not only of great but of absolutely vital moment, if the young man is to make the most of himself in the world, and as this is to be

accomplished or the opportunity for ever lost during the college epoch, we should bring our educational methods to this test. Are we as wise in this respect in our age as the Greeks, who laid the greatest stress on this harmonious development of body and mind? Why should physical development be left to haphazard at that period of a youth's life when his whole organism is most plastic, and most susceptible of improvement or injury? Nor should the development of the student's body be entirely according to his own direction any more than the development of his mind. We prescribe courses of study, we lay great stress on discipline as determined by methods. Why then do we not in like manner in all our institutions for education, and especially at college, look to bodily discipline to produce that vigour and development on which higher ends must, as science seems to teach, greatly depend.

To be clear in our discussion, let us inquire what is the object of a college career, or more broadly, what is the object of life? To such inquiries many answers, all containing more or less of the truth, might be given. I suggest as one that will bear the test of scientific examination the following: The object of life is perfect development. The development of the individual man can only be perfect when his relation to his fellows and to the whole universe are considered, and this at once gives us a touchstone to which to apply all educational methods, indeed all methods in every department of human interest. We are now in a position to consider details—to return to that college epoch on which so much of future happiness and success necessarily depend. The period of early youth is characterized by a keenness of the senses usually not equalled in later life; we might almost say a preponderance of the senses. The receptivity of the organisms is boundless. Impressions stream in through every avenue by which the inner consciousness can be reached. If this condition of sense activity is not maximal during the college epoch it is productive of greater results than ever before. For a perfect sensation, let me remind you, we must have on the physical side a sensory organ, a sensory nerve and a collection of cells in the brain (a centre). It is upon the latter the perfection of a sensation most depends, and when we take into account that any one centre in the brain is in relation with innumerable others, it will at once be clear that we have *data* on which to found certain conclusions as to educational methods.

One of the most important and obvious inferences is, that any attempt to get knowledge which can legitimately come through the senses in any other way must lead to failure, and

worse, because of the injury it does to our nature. All our real knowledge of the external world must come through the senses. Hence the idea that acquaintance with any branch of natural science or physics can be acquired through books alone is radically opposed to the structure of our whole organization, and as a large part of literature, even in the most restricted sense of that term, deals with descriptions not alone of men's motives but of his actions and of external nature, even the pure litterateur cannot afford to ignore this conclusion. Shelley's *Skylark* is no poetry to the man blind and deaf from birth.

A way to knowledge by books alone may sometimes seem to the student a short cut—and in this bustling age how great are the temptations to take short cuts—but in the end the man who acts on this belief suffers worse than disappointment; while he who has the patience to commence with nature learns a thousand things that no book that was ever penned can tell him, and acquires them in ways that are pleasant and give strength, because in harmony with the laws of his organization.

Another result that follows from this keen activity of the senses during the college epoch is that, largely in consequence of this, but partly from that vigour and growth of the cells of the organization, there is a purely physical basis for enjoyment there never can be at a later stage. So that to shut off the student from the world, and to try to make a book worm or recluse of him, is to attempt to put his organization into swaddling clothes, and it is not surprising that young men so treated never have any great influence on the real world about them. Young people, whether at college or not, are entitled to those enjoyments of which the possession of youthful vigour and keen senses render them peculiarly susceptible. And here let me point to what I believe to be a very important law to be observed in development, viz.: that the peculiarities of the organization at any one period must be met or the omission can never be entirely remedied at a later period. An individual can do but little to develop his physical man after fifty. The pleasures of reflection are, or should be, more to him than the pleasures of sensation; but not so at eighteen. To put the matter otherwise, I mean to say that if a man has up to fifty developed himself according to the laws that apply to all the prior periods, he will go on to develop in all later periods in a more healthy and complete manner, and that, with a sound constitution to begin with, and suffering no undue strain, he may reach an old age that will be fraught with usefulness and happiness in a degree which cannot be the case with those who have neglected this law.

—“There is no new thing under the sun,” says the Scripture, and I wonder whether or not all the popular sayings attributed to famous men come within that rule. Until I read the book, I did not know how much of our modern wisdom and how many of our socialistic theories are borrowed from Sir Thomas More’s “Utopia,” and even as it is, I cannot quite get rid of the feeling that Sir Thomas plagiarized his ideas from some of our modern reformers and dreamers of dreams. So it surprises me to find that Shakespeare’s fine description of Cardinal Wolsey is borrowed almost literally from the old historian Hollinshed. The expressive and homely phrase, “Every tub must stand on its own bottom,” is preserved in Benjamin Franklin’s maxims, but it is curious to find that it was used by John Bunyan, and recorded by him in “The Pilgrim’s Progress,” before Benjamin Franklin was born. It really seems disloyal to question the origin of Lincoln’s lofty description of our government “of the people, by the people, and for the people,” yet, in looking over some old sermons delivered by Theodore Parker in 1846, I find this; “The aristocracy of goodness, which is the democracy of man, the government *of* all, *for* all, and *by* all, will be the power that is.” It is a sentence easy to make by any man who has ever been puzzled by a lesson on prepositions, and very likely it was used by orators in praise of popular government hundreds of years ago.

—Probably most members of modern School Boards know little more of Alcuin than the name, if they know even that. It was the custom, only a little while ago, to treat the eighth century as if it were a dark time of European barbarism, as to which ignorance was obligatory on cultured men. Happily the march of historical research—that newest of all the sciences—has taught us better, and we are ready to believe not only that there lived “strong men before Agamemnon,” but even wiser men before Luther, and learned men before the encyclopædists. Charles the Great “brought with him from Rome into Frankland masters in grammar and reckoning, and everywhere ordered the spreading of the study of letters; for before our Lord King Charles there had been no study of the liberal arts in Gaul.” The vital force in the educational policy of Charles, which finds noble expression in his great capitulary of 787, was the Northumbrian monk, who was called from the Cathedral School founded by the pupils of Bede at York to be the master of the Palace School at Aachen. He was a man of whom any time or nation might be proud, who, although omnipotent in the favour of the world’s master, remained a “humble

Levite" to the end, and although unable to stop the flow of royal bounty, died poor in all but the greatness of his scholars. The key-note of his life, and of the movement which he guided, is given in the words of the charter, doubtless written by him—"Those who seek to please God by living aright, should also not neglect to please Him by right speaking." It is a maxim which might be commended to other votaries of moral and religious renovation. Of the man, his work, and his writings—all too little known—the American biographer gives us a vivid and sympathetic outline, which is not the less welcome because it gives us at the same time an insight into the strenuous life of the Court of that maker of history who is well called Charles the Great.

—Most people believe that the French spoken in Canada is a corruption of the mother tongue—a *patois*, that none but Canadians are capable of understanding. There is nothing in the world more unjust than this opinion, which can only be the fruit of ignorance. The French Canadian *habitant* speaks a *patois*, it is true, but cannot the same thing be said with equal truth of the uneducated of every nation? The mere circumstance of bringing together emigrants from the various departments of France, in an age when the means of communication between the different linguistic centres were slow and laborious and when, consequently, the varieties of idiom were much more marked than we now have them—this condition of things alone was sufficient to produce important changes in the language of inhabitants who, previous to this, had never come into social contact with one another. Two branches of Canadian French are recognized—the Acadian, spoken in the Maritime provinces of Nova Scotia, New Brunswick and Prince Edward Island, and the French spoken in the Province of Quebec. The original source of the Acadian French is the *Langue d'Oc* dialects. The common belief that it differs so widely from the French spoken in the province of Quebec as to entitle it to the dignity of being regarded as a separate language is a little exaggerated. In former times, it is true that the Acadian French was so unintelligible to strangers that their missionaries were obliged previously to study the language in order to be competent to fulfil their sacerdotal duties. To-day the language does not constitute a dialect species so distinct from the current Canadian idiom; the levelling process has been so widespread as to do away with most of its original characteristics. While the *habitant* of the Province of Quebec has sadly disfigured the pronunciation of the mother-tongue, authorities admit that the



structure of the language is preserved in greater purity than in many portions of France. And now, about the French spoken by the upper classes of Canadian society. Madame Bernhardt, who cannot be accused of partiality to anything Canadian, says: "Nowhere have I heard more beautiful French than that spoken by the upper classes of Montreal society." Speaking on the same subject, the abbé d'Olivet says: "One might send an opera to Canada, and it could be sung at Quebec, note for note, just as in Paris, but you could not send a conventional phrase to Bordeaux or Montpellier and find that it would be pronounced, syllable for syllable, as at the court." When the colonization of Canada was in its infancy, the ladies of Canada, especially Quebec, were very much disposed to laugh at the mistakes that foreigners made in speaking their language. There French was rarely spoken, except by the Gallic race, for there were few foreigners, and the savages, naturally too proud to learn French, obliged the colonists to speak their language. As a rule, Montreal people are extremely sensitive upon this subject. Nothing in the world more thoroughly stirs the female Canadian heart with joy than the question, "Were you educated in Paris?"

—The first money that I ever earned in America, says a writer, I earned as a "roustabout," some forty-six years ago. I was at that time an "undesirable immigrant" in quarantine at Grosse Isle in the St. Lawrence River, a few miles below Quebec. I know I was "undesirable," because although I had paid my fare to Quebec the authorities there would not permit me to land, and they ordered the captain of the boat to take me "to — out o' this," whereupon he carried me up to Montreal, and dumped me on the levee like freight. While at Grosse Isle, a sloop came along laden with pine boards for sheds to shelter the fevered immigrants in quarantine, and the mate hired a small squad of us to unload the sloop, promising to pay us one pound as wages for the entire job. We unloaded the sloop, whereupon he paid us a gold sovereign, English money, and here I got my first lesson in monetary science, and the way of it was this: We went into a little store to buy some trifles, and the storekeeper worked a financial miracle right there. He gave us not only the articles we bought, but also more money in change than we had paid in. Thinking he had made a mistake we called his attention to the number of shillings given us, but he said there was no mistake, and that he had given us the proper change. The explanation was that silver being at that time "cheap money" in Canada, a gold

sovereign was worth more than twenty silver shillings. The lesson I committed to memory then was this, that the dearest money is the best for wages to the workingman. The mate of that sloop could have paid us twenty silver shillings and pocketed the discount, but he paid us a gold sovereign, and we pocketed the premium. If any workingman, or any other man, can show me that there is a fallacy in this example and that the quotient is wrong, I will cheerfully reverse my opinion that the dearest money is the best for wages, although I have cherished that opinion for forty-six years.

## Practical Hints and Examination Papers.

### THE NOISY TEACHER.

“ Her voice was ever soft, gentle and low ;  
An excellent thing in woman.”—*King Lear*.

Shakespeare's heroines are always admirable. We feel sometimes as though we should like to extend their virtues throughout the entire teaching profession, both among men and women.

The ideal school is one where the maximum of results is obtained with an apparent minimum of effort. The empty cart rattling over the stony street makes much more noise than the engines that propel the mighty ocean grey-hounds across the Atlantic. But we never pause for a moment to decide which is the more graceful and powerful. The comparison is entirely unnecessary and decides itself for us.

So, a teacher who has her work perfectly in hand works quietly and to much better purpose than one whose deportment inspires her pupils to see if they can rival her in noise. A noisy teacher almost invariably has a noisy school. She disturbs the pupils who may be trying to study by shouting her explanations or direction to the class on the front seat. She exhausts herself physically and nervously. And for all that, she does not do the work or inspire the enthusiasm that her quieter, more self-contained sister does. The teacher who can quell incipient disorder with a look is greater than the one who has to shout, tap the bell or pound the table to accomplish a like result.

AN EXERCISE IN THINKING.—The following is a plan for stimulating thought and observation that has been found suitable for pupils of all ages and available at home as well as at school. It is a form of “object lesson,” though the object is present to the imagination only, and the discussion is limited to two questions. But five minutes a day are devoted to the exercise. Each day the name of some common object is placed before the children and they are asked simply, “What must it have?” and “What may it have?” The first day it was decided by the children that a chair must have a single seat, legs and a back. It may have rungs, cushions, springs, arms, varnish, casters,

rockers, head rest, etc. The simple exercise, requiring so small an expenditure of time, is more far-reaching in its mental effects than one is apt to suppose at a glance. First, it cultivates the imagination or picture power, so much neglected in the wholesale education the public gives its children. A great many kinds of chairs presented themselves to the minds of the children that first day, and memory and imagination were exercised together in a rapid review of all former observations in that line. Second, it teaches to classify. The chair family was set apart and its necessities defined. Third, it teaches caution in making absolute statements. The child who confidently asserts that a tree must have "root, trunk, branches, bark, leaves—" is suddenly cut short with the question, "Must a tree have leaves?" And effort of the recollection reminds him that there are times when trees do not have leaves. A tendency to the formation of hasty generalizations thus receives correction. There is culture in this, even for the adult mind. Fourth, if continued, it imparts a ready insight into the necessities of an object, case, or problem. People are too little prone to look for completeness or to know what constitutes it. It would take too long an argument to show how this exercise may cultivate the sense of utility, the taste, the constructive powers, and even the moral nature. To distinguish between the musts and the may's is a power that lies at the bottom of artistic construction, from brevity and ornament in literary composition to the trimming of a hat. No one need fear through ignorance to engage in these little discussions. If a doubt arises it need cause no alarm. Leave the question open when it is not easy to answer it. The best teacher is not the one that imparts the most facts, but the one that stirs the most faculties to action. The greatest teachers have been those who studied with their pupils and were not ashamed to learn from them.—*N. Y. School Journal*.

SOME HISTORY STORIES for the young people may be found by the teacher. As has been said, these stories are prepared for the oldest primary children, but are equally adapted to lower grammar grades. By the use of such stories either as supplementary reading or language work the children become familiar with historical names and events and acquire a taste for historical and biographical literature.

SIR ISAAC NEWTON.—Even when only a lad, Isaac Newton showed great interest in those studies which afterward made him one of the great men of the world. One day there was a heavy wind. The clouds were black; the trees creaked; the rain poured down in torrents. "I wonder with what force the wind is blowing?" thought the boy. "Could it not be measured—this power of air in motion?" For a long time the boy sat thinking. "I have it!" he cried; and rushing out into the storm, he began jumping, first one way, then another; and at each leap, he marked the place where his feet landed, with a stone. The village folk who saw him laughed and said, "A

strange boy—this Isaac Newton. What may he be up to now?" Very likely he did look rather foolish, out there in the storm leaping backward and forward; but the lad himself knew what he was about. He was measuring the force of the storm first leaping *with* the wind then *against* the wind. He was a strong boy; and his leaps *with* the wind were very long; *against* the wind he could hardly hold his own. "Your clothes are soaking wet," fretted the house-keeper as he came in from the storm. "Yes," answered the lad; "but I have learned the force of the tempest."

## ENGLISH (GRADE II. ACADEMY.)

[Two questions to be answered from each Section.]

## SECTION I.

1. In what connection does Sir Walter Scott make use of the following lines in his "Lady of the Lake?"

Then dashing down a darksome glen  
 Soon lost to hound and hunter's ken . . . . .  
     Hail to the chief who in triumph advances,  
     *Honoured* and blessed be the evergreen pine.  
 All *seemed* as peaceful and *as* still  
 As the mist *slumbering* on yon hill.  
     The monarch saw the gambols flag,  
     And bade *let loose* a gallant stag.  
 Within 'twas brilliant *all* and bright,  
 A thronging scene of figures bright.

2. Analyse the last four of the above sentences and parse the words in italics.

3. Describe in your own words the combat between Fitz James and Roderick Dhu, making a quotation of at least fifteen lines, indicating the issue of the contest.

## SECTION II.

4. Draw a map of the region of the Trosachs, or give an account of a trip by way of the Trosachs, naming the various places of interest you pass on the way.

5. Explain the following terms which occur in the poem:—*Claymore, eglantine, augury, reveillé, guerdon, scaur, tangled, meed, prore, brake.*

6. Narrate the events referred to in the last Canto of the poem; or quote any one of the songs to be found in the production.

## SECTION III.

7. Write out a neatly composed paragraph descriptive of Sir Walter Scott as a literary man. (The language employed must be your own.)

8. Reconstruct, so that it may read smoothly, a compound or complex sentence from the following elements:—

- (a) All this tract of land is heated by the rays of the sun.
- (b) The tract is vast.
- (c) The tract is flat and fertile.
- (d) The rays of the sun there are burning and tropical.
- (e) The tract is covered with vegetation.
- (f) The vegetation is most luxuriant.
- (g) The great river (the Amazon) flows through it.
- (h) The great river and its tributaries slowly wind their way to the Atlantic ocean.

9. Write out in prose, in your own words, the scene in the "Lady of the Lake" which refers to the arrival of Roderick Dhu at the island. (Be careful of your composition and write neatly.)

## DRAWING FROM 3.30 TO 5.

1. While the pupils are engaged with their English as above, the teacher may copy on the blackboard the figure selected from page 2 of the Dominion Freehand Drawing Course No. 4, which the pupils will afterwards sketch on drawing paper.

2. In addition to the above the pupil is to sketch the design of a *cylinder*, a *pyramid*, a *cone* and a *vase*. (No marks will be given to a figure which is not in pencil and which is not at least three inches in one of its dimensions.)

3. Make a design from the model of a dictionary or any other large volume lying upon the teacher's desk or table; the table to be drawn as well as the book.

**Correspondence, etc.**

*To the Editor of the Witness.*

SIR,—As there is to be a convention of teachers in Montreal at an early date, the present would seem to be an opportune time in which to direct attention to some unsatisfactory results of the prevailing methods of teaching. The situation is serious if existing methods of school tuition are so defective that a large percentage of the holders of Model School diplomas do not know how to write a business letter properly, yet the facts below stated would indicate that such an unfavorable state of affairs actually exists.

There are now before me thirty letters of application for the position of head teacher of a model school, a position which became vacant and had to be filled during the past summer. With two exceptions, the writers of these letters declare themselves to be holders of model school or academy diplomas, and two of them affix the letters 'B.A.' to their signatures. All these letters must be supposed to have been written with deliberation and in full expectation of their being closely scrutinized. A glance at these letters, however, discloses the following facts:

Nineteen of them make no mention of the official position of the person to whom they are addressed, but are simply directed to a gentleman by name as if they were private missives.

Three of them contain such crude and flippant abbreviations as 'ad.' and 'adv.' for 'advertisement,' 'elem.' for 'elementary' and 'rec'd' for 'received,' faults which, if pardonable at any place, are certainly not to be excused in a formal application to a public body.

Four of them disclose a slovenly habit of entirely omitting the subject of a sentence, as witness this sentence from the letter of one who says that he holds an Academy diploma: 'As to personal appearance, am fair complexioned, six feet one-inch in height (*sic*), straight and weigh 175 to 180 lbs.'

Perhaps a more serious kind of fault is one consisting in a looseness of expression evidenced in such sentences as these: 'Seeing your advertisement in Saturday's *Witness* for a teacher for the——— Model School, I send in an application for the same.'

'I am also enclosing a copy of my religious instructor's reference, pastor of which church (Dominion sq. Methodist) I have attended for the past three years.'

Errors in spelling are happily not frequent, though there are to be found such instances as : 'Favoraly,' 'refrences,' 'advertishment.'

The best that can be said of more than one-half of these thirty letters is that they bear internal evidence of being original compositions not copied from any 'Polite Letter Writer.'

A clerk in a commercial house would be held incompetent and perhaps dismissed if he were to draft a letter for his employers as faulty as one-half of those above referred to.

I hasten to admit that doubtless these teachers had amassed such a knowledge of abstract facts as enabled them to pass satisfactory examinations, else they would not have obtained their diplomas, but, if from the point of view of practical results, the model school teachers of this province are open to the foregoing criticism, what, in the next place, is to be expected of the teachers of elementary schools, and, what, in the last place, is to be expected of the pupils themselves? Are the children to go on from day to day and year to year carrying an armful of text-books to school without at the end having learned how to write a presentable letter, or how to turn some portion of their accumulation of learning to practical account?

Will the teachers in convention discover what is to be done, and afterwards do it?

Lachine, Oct. 16, 1893.

A. G. CROSS.

*To the Editor of the EDUCATIONAL RECORD.*

DEAR SIR,—At the late meeting of the Teachers Convention in Montreal, there was not a little fuss about the specimens of school work, which had appeared at the World's Fair, professedly coming from the Protestant Schools of the Province of Quebec. Where there is smoke there is sure to be fire, though it is not always easy to say who has been burnt. Can you throw any light on the subject, Mr. Editor? Can you tell us how and when Messrs. Truell and McOuat came to know of the terrible disgrace that had fallen upon our Protestant Teachers? Was it before or after they came to Montreal to attend the Convention? And can they now tell us who it was that happened to be burnt?

A MONTREAL TEACHER.

NOTE.—The figures of Grade III. Model in the Tabular Statement of last month should read 3 passed and 1 failed, for Frelighsburg School.

### **Books Received and Reviewed.**

[All Exchanges and Books for Review should be sent direct to Dr. J. M. Harper, Box 305. Quebec, P.Q.]

We have been told that Sir William Dawson has a new work in the press, of which the Messrs. Drysdale are to be the Canadian publishers.

The work consists, in great part, of papers and discourses which have fallen out of print, or become difficult of access, and which have been revised and brought up to date for the purpose of re-publication. There is also much that is new; the whole treating of leading points in geological science in a popular manner, and with many remi-

niscences of the great geologists of the last generation, with whom the author was conversant in his youth.

The following are some of the subjects treated of:—"World-Making," "The Imperfection of the Record," "The North Atlantic," "The Dawn of Life," "The Growth of Coal," "The Apparition and Suspicion of Forms of Life," "Predeterminations in Nature," "The Great Ice-Age," "Early Man," besides many others.

In the introduction it is stated that the reader will find in these papers, in a plain and popular form, yet it is hoped not in a superficial manner, some of the more important conclusions of a geological worker of the old school, who, while necessarily giving attention to certain specialties, has endeavored to take a broad and comprehensive view of the making of the world in all its aspects.

To Canadians the work has a special interest, as, wherever possible, the topics discussed are illustrated by facts occurring and discoveries made in Canada.

A peculiar feature of the work is the dedication of the several chapters to the memory of friends, teachers, guides and companions in labor who have passed away; and in the papers themselves there are many notices of these men and their labors, as well as interesting sketches of the experiences of the author in his work in this country.

THE LITERARY STUDY OF THE BIBLE, an Account of the Leading Forms of Literature represented in the Sacred Writings, Intended for English Readers, by Richard G. Moulton, M.A. (Camb.), Ph.D. (Penn.), University Extension Lecturer to the University of Chicago, and (formerly) to the University of Cambridge, and to the London and the American Societies for the Extension of University Teaching. The purpose of this work is conveyed by its title. Theological, or even distinctly religious questions are not touched by it, and it is addressed not only to the clergy and professed students of Scripture, but also to the general reader, on the principle that the English Bible, as a supreme classic, should enter into all liberal education. The body of the work is occupied with the classification of the sacred writings into such forms as Lyric, Epic, Prophetic, Philosophic, and the subdivisions of these, the distinctions of which are obscured by the mode in which our Bibles are printed. Notable examples of each are analyzed. An appendix contains the whole of the Bible in tabular arrangement, intended to serve as a complete manual of Bible reading, whenever it is desired to read from the literary point of view.

The book is expected to be ready in the near future, and will be published by D. C. Heath & Co., Boston.

The following works have been lately received, and will be reviewed in time:—

SEMITIC PHILOSOPHY, by Philip C. Friese. S. C. Griggs & Co., Chicago.

PROGRESSIVE FRENCH READER. Part II. By H. H. Curtis and L. R. Gregor, B.A. William Drysdale & Co., Montreal.

A, B, C OF SWEDISH EDUCATIONAL GYMNASTICS, by Hartvig Nissen. F. A. Davis, Philadelphia.

BRIGITTA, by J. Howard Gore, Ph.D. Ginn & Co., Boston.

THE RELIGION OF SCIENCE, by Dr. Paul Carus. Open Court Publishing Co., Chicago.

PRIMER OF PHILOSOPHY, by Dr. Paul Carus. Open Court Publishing Co., Chicago.

MAGAZINE OF POETRY. A Quarterly Review. Charles Wells Moulton, Buffalo, N.Y.

SOLID GEOMETRY, by Arthur L. Baker, C.E., Ph.D. Ginn & Co., Boston.

POPULAR SCIENCE, by Jules Luquiens, Ph.D. Ginn & Co., Boston.

GERMAN GRAMMAR, by William Eysenbach, revised by Clara S. Curtis. Ginn & Co., Boston.

DIE ERHEBUNG EUROPAS, by A. B. Nichols. Ginn & Co., Boston.

GREEK COMPOSITION, by Collar & Daniell. Ginn & Co., Boston.

THE FOOD OF PLANTS, by A. P. Laurie, M.A., B. Sc. Macmillan & Co., London and New York.

PRODUCTION OF COAL, by E. W. Parker. Washington Government Printing Office.

MODERN PURE GEOMETRY, by R. Lachlan, M.A. Macmillan & Co., London and New York.

PRISE DE LA BASTILLE, by J. Michelet. Ginn & Co., Boston.

### Official Department.

#### STATEMENT OF REVENUE AND EXPENDITURE OF THE PENSION FUND FOR OFFICERS OF PRIMARY INSTRUCTION FOR THE YEAR 1892-93.

##### REVENUE R.S.P.Q. ART. 2262 AND 2264.

Stoppages of 2 per cent. :—

On Public Schools Grant . . . . .	\$3,200 00
On Superior Schools Grant . . . . .	1,000 00
On Salaries of Professors of Normal Schools . . . . .	359 28
On Salaries of School Inspectors . . . . .	674 67
“ “ “ Teachers in Schools under control . . . . .	13,252 09
On Pensions paid this year . . . . .	603 61
Stoppages paid direct by Officers . . . . .	155 11
Interest to 30th June, 1892, on Amount Capitalized . . . . .	8,474 18
Government Grant for year 1892-93 . . . . .	1,000 00
Amount to Cover Deficit . . . . .	3,042 82
	\$31,761 76



## EXPENDITURE.

Amount Paid for Pensions . . . . .	\$31,432 71	
Instalments Remitted . . . . .	44 30	
Expenses of Administrative Commission . .	284 75	
		<u>\$31,761 76</u>
Balance held in Trust by the Provincial Treasurer, to 1st July, 1892 . . . . .	\$23,847 48	
Less Amount of Deficit, hereabove men- tioned . . . . .	3,042 82	
		<u>\$20,804 66</u>

## CAPITALIZED REVENUE R.S.P.Q. ART. 2261.

1892.		
June 30. Accumulated Revenue since 1880 . . . . .	\$172,211 30	
Revenue for the year 1892-93 :—		
Arrears of Stoppages. \$	45 73	
Reductions on Pen- sions . . . . .	3,030 16	
	<u>\$3,075 89</u>	
Less Instalments Remitted . . . . .	7 24	
		<u>3,068 65</u>
1893.		
June 30. Capitalized Revenue to date . . . . .	\$175,279 95	

F. X. COUILLARD,  
*Sec. of the Adm. Commission.*

## STATEMENT SHOWING THE NUMBER OF PENSIONS AND THE AMOUNT OF PENSIONS PAID IN 1892-93.

	No.	Pensions paid in 1892-93.	Average.
Pensioners aged 56 years and over . . . . .	122	\$20,418 85	\$167 36
Pensioners under 56 years of age . . . . .	233	9,796 50	42 04
Widows . . . . .	13	1,217 36	93 64
	<u>368</u>	<u>\$31,432 71</u>	<u>\$85 41</u>
Male Pensioners . . . . .	78	\$17,670 30	\$226 54
Female Pensioners . . . . .	277	12,545 05	45 29
Widows . . . . .	13	1,217 36	93 64
	<u>368</u>	<u>\$31,432 71</u>	<u>\$85 41</u>

THE  
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**Articles : Original and Selected.**

KINDERGARTEN METHODS IN PRIMARY CLASSES.

BY S. B. SINCLAIR, B.A., OTTAWA NORMAL SCHOOL.

(Paper read at Quebec Teachers' Association, Montreal, Oct., 1893.)

Some one has said if you would know ancient philosophy, study Plato ; if you would know modern philosophy, study Kant. Between these two systems there exists a sharply defined contrast.

Plato seeks for knowledge in externality, his "eidos" or "arche type" the ultimate incognition exists not in the mind but in some third heaven of thought supersensuous, but nevertheless, external.

Kant, on the other hand, is decidedly subjective in his investigation, and finds all knowledge to be of things within the mind. The mind makes nature out of a material which it does not make, and of this material "the thing in itself" we can have no immediate knowledge.

The two knights in the story who fought in regard to the shield, one side of which was gold and the other side silver, each contending that it was composed entirely of the material which he saw on his side, were not unlike the metaphysicians who, for hundreds of years, kept the pendulum oscillating between the two extreme poles, the sovereignty of environment

on the one hand, and the independency and initiatory character of mental action on the other.

The trend of thought to-day, however, is toward a combination of these theories, and while a knowledge of both the objective and subjective worlds is admitted to be possible, the highest certainty is held to consist in a knowledge of relations. The study of educational theories reveals the fact that during the last half century educators have advanced through three similar successive stages.

Most of us can remember the time when to the question, Why do you come to school? there was supposed to be but one answer, viz., "to learn." The mind was looked upon as an empty receptacle to be filled with knowledge as we might fill a cup with water. There naturally arose among thinking people a revolt against the unnatural, mechanical, devitalizing, cramming methods which, in extreme cases, followed as a result of this irrational view. Educators especially began to see that there are certain potentialities in the child that a living rational being is very different from lifeless matter. They perceived that in an especial sense all education must be self education, and many went so far as to believe the sentiment of the lines:

" There is an inmost centre in us all  
Where truth abides in fullness,  
And to know rather consists in opening out a way,  
Whereby the imprisoned splendor may escape  
Than in effecting entrance for a light  
Supposed to be without."

As a result of this, new and better conception methods of teaching were entirely changed and development was considered the chief end of education. It is to be feared that in some cases this view was carried to an extreme. As a result there was "development gone to seed," a seeking for something in the mind which was not there and time was lost in

" Dipping buckets into empty wells  
And growing old in drawing nothing out."

During late years there has been a reaching out after a higher and more comprehensive educational philosophy, and education is now being understood to consist not so much in a filling in or a drawing out of facts as in leading the child to discover and express existing relations and to develop in harmony with an inner law of Divine unity which is within us and without us God made manifest in the universe of matter and of mind.

It is the distinguishing feature of the Frœbelian philosophy

that it has emphasized this third view. Frœbel says: "Education consists in leading man, as a thinking, intelligent being, growing into self-consciousness, to a pure and unsullied, conscious and free representation of the inner law of Divine unity, and in teaching him ways and means thereto." Such an educational ideal at once leads to a study of the child as he is, in order that we may discover the law of his unfolding, to a study of his environment, that he may be brought in contact with that best fitted to his proper advancement and, finally, to a study of the relation between these in order that he may discover the law of inner connection and express that law in harmonious and equable development of his powers.

With this appeal to the true test many dearly loved idols have crumbled in the dust. The trustee in "Hoozier Schoolmaster" who held the principle "lickin' and larnin', larnin' and lickin', no lickin' no larnin', sez I," had many companions fifty years ago, but he is beginning to feel lonesome to-day. I was surprised when in Paris to find that corporal punishment is banished from the schools.

The too enthusiastic objective teacher who thought it necessary to crawl on all fours on the schoolroom floor to illustrate "the ox" to his primary reading class is now convinced that even little children have common sense as well as sense perception.

When first I attended a teachers' convention and listened to learned disquisitions in regard to questions almost as remarkable as "on which side of their heads children should wear their faces," I went home discouraged. I knew my school was not like those described, but it scarce occurred to me to think that possibly these speakers might not have had *practical experience* or that the *conditions* were different in their schools.

I was in what Professor Caird calls the dogmatical stage. I thought if someone said a certain thing was true it must be true even if it wasn't true. Then came the sceptical destructive stage, when after repeated trials of certain methods only failure resulted and the thought came, What is the use of trying? perhaps there is no best way, or as I once heard someone who should know better say, "This talk of education and methods is all rubbish, the old ways repeat themselves like the fashions every ten years." It is only fair, however, to say that he had spent more time in trading horses than in the investigation of educational questions, although he was supposed to fill an educational position. God pity the man or woman who continues to teach school and does not at heart believe there is

such a thing as a science of education! I take it that all here to-day have emerged from the miasmatic sceptical region to the higher ground of the critical constructive stage, where having discovered the true touch-stone for sure building and rising upon the stepping-stone of former failure, steadily and securely build. Having found that in the past we have committed many errors, we are charitable in our criticism of others and are somewhat chary in arriving at final conclusions, for we know that the true educator must oftentimes in his search for truth find his position like that of

“ An infant crying in the night,  
An infant crying for the light.”

After such an experience one is not apt to “divide all opinions into two classes—absurdities and his own opinions.” I am to speak to-day concerning Kindergarten methods in primary grades. Of the Kindergarten proper I am an enthusiastic admirer. I know of no other system so admirably adapted to the training of pupils between the ages of four and six years, and believe that all that the system requires is a fair trial in the hands of good teachers to win its way to the hearts of the people.

In the city of Hamilton all the children have a thorough Kindergarten training before entering the Public School. The utmost harmony prevails between the primary and Kindergarten teachers. The pupils on entering the primary grade are in every way stronger, as a result of the Kindergarten work done, and the methods are so sequential that the children find the transition from one grade to the other easy and natural. Let us enquire, then, what are the main Frœbelian principles which can be applied in the primary school.

First—Our teaching must be based upon the child as he really is when he comes to us, and, therefore, each pupil must be studied individually. By far the most largely attended and helpful section of the National Educational Association held at Chicago this summer was that devoted to experimental psychology as applied to children. When we see such eminent scholars and thinkers as Dr. Stanley Hall, President of Clark University, entering with the most enthusiastic energy into an investigation of the most commonplace phenomena of child life, we are encouraged to hope that some day our system of education will be thoroughly scientific. As a result of that meeting, a national association for the study of children has been formed and thousands of teachers are entering upon a scientific study, along thoroughly sequential lines, with a view

to obtaining a concensus of results from which eventually to deduce laws. It is possible, of course, to carry anything to an extreme, but there are countless reasons why a certain amount of such individual study of children is imperative on the teacher, hence the necessity of making the conditions such that the teacher can study the individuality of the pupil. This cannot be done if classes are too large. I contend that no primary teacher can successfully train more than forty pupils, and that it is false economy to compel her to try to do so. A teacher with sixty children will do better work by putting them on half time, teaching thirty each half day, than by trying to teach the whole sixty at once.

Secondly—In order to effect this and other needed reforms the *parent* must be brought in touch with the school. Visitors are always welcome in the Kindergarten, and there is something wrong with any primary grade where the parent is not at all times a welcome guest, and something equally wrong with the parent who is not interested in the teacher who has the training of his child. The parent who makes disparaging remarks concerning a teacher in the presence of his child would be better occupied in burning five dollar bills. The best cure for truancy and many other ills that the genus small boy is heir to, is to place him "on a string," metaphorically speaking, with the teacher at the one end and the parent at the other, and make the string so short that there is not room for even the truant officer.

Thirdly—Having thus studied the child, we are able to put in practice the great educational principle, that we should proceed from the known to the unknown. The word *apperception* is a comparatively new but exceedingly important importation into the realm of Pedagogical Psychology. I hold this flower up before an infant and a specialist in Botany. The form of motion affecting the eye, the image on the retina, the affection of the optic nerve, the sensation itself in each case may be very similar and probably is quite as intense in the case of the infant as of the scientist, but the resulting perception is very different. To the little child there is a pleasing sensation of form and coloring, nothing more, while to the Botanist there is conveyed a whole volume of intelligence. The difference lies in the *apperceptive* or grasping power of the observer, and this principle should be constantly applied in education. Studying the child as he is, we find that his mind is not a blank page, but that when he comes to school he knows, perhaps, a third as much as he will ever know. This previous knowledge should

be utilized and the teacher should start building just where the mother left off. How interested the pupil, large or small, is in the investigation of the realm which divides the known from the unknown. Suppose the teacher gives a lesson on a cat. The little child has lived with cats, slept with cats, played with cats, looked down their throats, lain awake nights listening to them howl, and he is interested to know what the teacher is going to elucidate. The teacher begins with the question how many ears has this cat? Two. How many? You tell me how many? Now, Mary, tell me how many? Now, all together, tell me how many? Now, I'll write it in a pretty story on the board:—The cat has two ears? After five minutes' drill she reaches the astounding revelation that a cat has two eyes, and drills on that fact for ten minutes more, and dismisses the class. A better teacher touches lightly in short review on the eyes, ears, legs, etc., and suddenly propounds this question, Did you ever see a dog climb a tree after a cat? Note the sparkle in the eye as the child has come to this mysterious semi-unknown realm. Why didn't the dog climb the tree? That's easy. Because he couldn't. Why couldn't he? Because his claws are not so sharp as the cat's. Look at this cat's, etc., and the child is interested and helped. Interest once secured, attention, analysis, arrangement, abstraction, generalization, also judgment and reason quickly follow.

Fourthly—The child's self-activity should be called into play in the discovery and expression of facts. There is much force in the statement of the man who said, "I know why we had a good meeting; it was because I took part myself." At this period the child is ready to do a certain amount of definite work superimposed upon him by the teacher. I saw three children playing on the sea shore at Ocean Grove. They built a dyke of sand, and beyond it they constructed an imaginary town with canal, river, hill and bridge, and let the water in. Such an impulse can be utilized by dividing the class into sections of ten each and assigning proper busy work for those at their seats while you hear a class on the floor. This busy work may be conventional or spontaneous, *e.g.*, after a phonic lesson the child may copy the script form of the new letter, the sound of which he has learned to-day, or he may draw a picture of anything in nature which he thinks makes this sound.

Fifth—We should also endeavor to apply the principles that at this stage there should be a basis in sense presentation, that we should follow along the line of least resistance, selecting such objects as will enlist the involuntary attention of the

child. Availing ourselves of the great principle of the association of ideas, we should endeavor so to co-relate the various studies that there may be concentration and sequence. Suppose each child brings to the class a flower; for example, a pansy. By judicious questioning and suggestion, the pupil discovers many things which will be of value in practical life and gains a habit of scientific investigation preparatory to future language study. In the conversation regarding the flower, he learns language by the best possible method. By counting the leaves, etc., he gains incidentally upon the occasion of experience a practical knowledge of numbers. His sentences may be written upon the blackboard and he may be asked to reproduce them orally. This oral reading will involve only one new difficulty, that of word recognition, for the thought-getting and expression have been mastered in the language lesson. If, after the lesson, he is given interesting stories about the pansy, written on cardboard, he will read them silently with great interest. Having studied the object as to form, he is now prepared to model and draw it, for these exercises should be the expression of preformed concepts. No better opportunity could be presented for the study of color than in the charming color blendings exhibited in "Nature's wonderbook." Thus it will be found that there is no window of the soul which does not open out toward this little flower.

In conclusion, let me say that in no other realm of work is the higher educational ideal so helpful as in the most important of all, that of "heart culture." If the child knows what his relation to truth is, he will be far more likely to do what he ought. A system of co-operation can be adopted in school-room work which will ultimately do much toward the solution of the most vexed and difficult problems of political economy. By beautiful stories and in a thousand other ways the child can be led to the formation of ideals of the good, beautiful and true. In the school-room, where pupils have learned that the highest object of all education is to gain power to help others, and where the teacher lives so near to her pupils as to hear their hearts beat, disorder and other evils find no abiding place. Little can be accomplished by formal, "goody-goody" talks on morals. Preaching is not the teacher's forte. The teacher who wears the white flower of a blameless life and leads her pupils quietly and almost unconsciously to the formation of noble character, builds an ethical structure which will stand the stress and storm of life's battle and form a safeguard to the state.

Such work costs vitality and can never meet with anything



approaching commensurate financial reward. Many are here to-day whose hairs have grown white in such service. There is a recompense higher than this life gives. It was accorded Pestalozzi when, after forty years of self sacrifice, worthy of so devoted a follower of the Great Teacher, he lay down in the harness. His former pupils gathered about him and laid all that was left to them of that great man, to rest in the quiet village of Neuhoff. Over his grave they erected an unpretentious slab, and on it inscribed the words, beautiful as they are true, words which will ever be an inspiration in the hearts of our teachers:—"Our father, Pestalozzi, everything for others, for himself nothing."

### **Editorial Notes and Comments.**

The Christmas holidays are with us again, and we send greetings to all our readers. To the teacher who is in love with the work of teaching, we would say at this season, do not let all the decorations of the festive season be lost. Preserve some of them for the after decoration of your school. As has been said by one who is fond of seeing things looking their best, "Make your school-room pretty. The influence of the teacher over the scholar is next to the parent. The school-room, in pleasant association, should be next to the home. The children have come from all sorts of homes and influences. To some beauty and taste are so closely connected as to form a part of their being, while others are strangers to all such, save, perhaps, an occasional glimpse of the fairy land. The fine sensibilities should be kept untarnished, the dormant ones awakened to activity. How is this to be done? Have, as nearly as possible, the surrounding such that the mind may feed upon. Awaken and cultivate a desire to study the new and beautiful. Fill the room with that which will have a tendency to elevate and refine. Children admire pictures. Let them bring some of their own little pictures from home, or each contribute a few pennies, which, put with the teacher's mite, will buy a picture or two. Encourage them to bring flowers, shells or pretty stones. A glass jar with two or three minnows will be quite an ornament. Fill the jar half full, or more, with water, put in a handful of pebbles and sand, also a bit of a branch or any swamp grass or weed. These will answer for a hiding place for the fish. Don't forget to pour out nearly all the water often and put in fresh."

—In referring to the relationship which ought to exist

between the home and the school, the *Boston Herald* says:—What our schools need, beyond appropriations, beyond good teachers, beyond capable supervisors, beyond an energetic school board and a capable superintendent, is the cordial support of the people at large. In the pressure of the duties of life upon all people, the school is one of the things taken for granted. With the churches unable to exercise a strong and central influence over the morals of childhood, with family care constantly being deteriorated by the pressure of business and society, the public school is continually being loaded down with duties and demands which weigh upon conscientious teachers, especially the large-minded and large-hearted women, who are the soul and strength of our public schools, and it is increasingly difficult to educate young people up to the proper standard in the knowledge of what they ought to know, and up to a proper appreciation of the relation of conduct to life. This is where our public school teachers cannot be too earnestly or too warmly supported by those who put children in their hands. It may be too much to ask busy men and women who believe in the public schools to take an hour now and then to visit the school-rooms and show by their presence that they stand by this or that teacher; but wherever this is done—and in many places it is done—the results far more than compensate for all the trouble which they compel. You would scarcely be willing to let a carpenter build a house for you without the work being examined frequently by you. You ought to also examine the work of your teacher. If there is any one class of unappreciated people in the community—unappreciated and yet deserving of the highest honor—it is the men and women who are our faithful servants in our public schools.

—Every day there comes the complaint from some teacher that it is all but impossible to maintain discipline in school under “the hard conditions the time is like to lay upon them.” Possibly such may find a blink of hope in the counsels of an experienced teacher who thus writes on the secret of discipline: The use of corporal punishment, except in extreme cases, is a thing of the past. What shall be its substitute? A careful study of the conditions which will bring willing obedience. There are material and personal conditions which help to obtain the desired result. Under the first head would be pure air and a proper arrangement of light. No teacher needs to be told the necessity for pure air in the school-room, and yet you may enter room after room in which the air is unfit to breathe. This is because the change from the pure to the impure air is

so gradual that those who are in it are not aware of it. For this reason, it seems well that the teacher should step from her room into the corridor once or twice during the session, when, on return, the condition of the atmosphere will instantly be apparent to her. The proper arrangement of light is not always in the power of the teacher. The windows are often very badly placed, giving cross lights which should have been avoided when the building was designed. But suppose there are no cross lights, we then find the chairs so placed that the light which should come from the back and right is more often directly in front, or nearly so. These conditions are not only injurious to the eyes, but they produce an unconscious irritation which makes children restless and disorderly. I have often heard teachers told to have plenty of light in their rooms. Too much light is as bad as too little. Raise your curtains to the top of your windows some sunshiny day, and leave them so all day. The next day of the same kind, draw them part way. Now tell me, were you not much more tired the first than you were the second day? Have plenty of light, but beware of too much, for it tires, and a consequent restlessness is observable. Having arranged the material conditions to the best of your ability, turn your attention to the personal; teaching, where it is possible, by example as well as by precept. Example is often much the more effective remedy. Order, cleanliness and plenty of work are tools which are most useful in the school-room. It is your right, teachers, to demand of the parents that their children shall have clean hands and faces and combed hair. I feel that you say the demand is wasted, for the children come just as dirty after it as before. This is only too true, but you have one remedy at your hand. Every school building has water in, or about it, and you can oblige the culprit to wash there, if he will not at home. If he does come one day unusually clean, let him know that you are aware of it and appreciate it. Many teachers examine the faces, hands, hair and boots of pupils at the opening of each session, and they say the result is quite satisfactory. Cleanliness and order are so closely allied that I feel that I must speak of them together. "A place for everything and everything in its place," is a great help toward cleanliness. We little realize what poor examples some of us are of this rule, which we try so hard to impress on the minds of our pupils. Can we go to our desks in the dark and take from them anything we want? Can we go to our closets and do the same? Here is an excellent chance to teach by practice as well as by precept. We should

have our things arranged as carefully as we expect theirs to be, and keep them so. Every pupil should have a place for each thing necessary for his work and keep it so carefully in its place that he can any time put his hands into his desk and take from it, without stooping, any article he needs. It is surprising how much noise and confusion this obviates, to say nothing of the time saved. Each pupil should understand that the chair he occupies, the desk in front of it, and the floor beneath and around it are his, and his only; that he is held responsible for the condition in which they are kept, whether the dirt which he finds on his premises were put there by himself or another. Now, give him as much, or more, to occupy his time, as he has time to occupy, and you will not miss the old time rod. There is one more very important thing, your voice. Imagine your feelings after sitting five hours under the incessant talk of a loud or harsh voice. If a child is hard of hearing it is better for him, and far better for the other children, that he occupies a front seat. Pitch your voice slightly above conversational tone and decline to repeat. The result is, ease to yourself, rest to the children, and a kind of attention hard to attain in any other way.

### **Current Events.**

—The death of Francis Parkman, who has done so much for Canadian history, is an event which nearly all our teachers have heard of with sorrow. The teacher who teaches Canadian history out of the fullness of his or her matured knowledge cannot overlook his services in this connection. We will try to give a sketch of his career in our next issue.

—The introduction of the system of vertical writing is attracting attention everywhere. The change is advocated on hygienic principles. Professor Shaw, of the School of Pedagogy of Toronto, has been visiting the schools in Kingston to examine the system and to ascertain how fully all the recommendations made by the physicians of Germany, after their investigations, were regarded and practised there. The system is meeting with success, we are told, in the Montreal High School.

—Mrs. Sarah B. Cooper, President of the Golden Gate Kindergarten Association of San Francisco, gave thirty-six formal addresses during her three months' visit in the east. Since her return to San Francisco, she has given ten addresses to very large and enthusiastic audiences and has been compelled

to decline many invitations from other cities. Over \$400,000 have been given to Mrs. Cooper, in endowments and otherwise, for the carrying on of the free kindergarten work under her charge. Of this Mrs. Leland Stanford has given \$174,000. There are now thirty-seven kindergartens under the Golden Gate board. The total annual enrolment the past year was 3,318. Miss Harriet Cooper, daughter of Mrs. Cooper, is the efficient superintendent of this great and good work, which has the warm support of the generous hearted citizens of San Francisco.

—The kindergarten exhibit was a pleasing feature of the flower show held in New York city this week. At last year's exhibition 1,000 seedlings were given to the little gardeners. A number of prizes were offered for the plants that showed the best evidence of care and attention. Three hundred of the plants were returned and placed on exhibition. Some of them were in remarkably fine condition and would be a credit to professional florists. It was part of Frœbel's plan that the little ones of the kindergarten should learn to love flowers and take care of them. Leaving out the prize offering, an annual exhibition of plants grown by children would be something worth attempting in kindergartens and primary schools.

—The Senate of the Glasgow University Court have given it as their opinion that the teaching of art subjects to women students should not be entrusted to independent lecturers, but should be carried on under the supervision of the professors.

—Governor Andrew was lately called upon to address the graduating class of a state normal school. In listening to their parts, he had been struck with the frequent recurrence of a tone of anxiety about their future responsibility as teachers, and he gave them what was probably an unexpected piece of good counsel. "That is all wrong," said he. "You have been well prepared here, and if you try to do your best, trusting in God, your responsibility will be not a bit greater than you can meet. You are too solemn about it. Look forward cheerfully."

—The Johns Hopkins Medical School has been opened at Baltimore, Md. Miss Mary Garrett has given over \$300,000 toward it, on the condition that women shall be admitted to the privileges of the College on the same footing as men.

—Mrs. Potter Palmer has offered to the board of lady managers of the World's Fair to erect, at any time a site is forthcoming, a Woman's Permanent Memorial Building, at a cost of not less than \$200,000. This fact was recently announced in the assembly hall of the Woman's Building amid

such applause as was never heard in that room before. Women climbed upon benches, waving their handkerchiefs, and men joined in the general demonstration. Before the first excitement was well over, California dedicated to the building its redwood room, and Michigan the beautiful bronze figure now in the gallery of the Woman's building.

—Topeka, Kas., has a kindergarten at Tennesseetown, which is the first colored kindergarten school west of the Mississippi river, and its work last year was successful beyond the expectation of its founders. In connection with this school, and in the same room, a library and reading room has been established, which is opened every evening for the residents of Tennesseetown. The expense is paid by the association, and being raised by individual subscriptions for the most part.

—There is, at least, one of the professors of our advanced classes who sees the folly of physical exercises carried to extreme. Dr. William D. Green, senior professor of the Theological Seminary, Princeton, has formally announced to the students of that institution that football playing will be hereafter interdicted. "The rough and brutal game," he said, "does not comport with the purposes for which students are here, and must be abolished."

—The University of Chicago has been given the World's Fair exhibit of the Standard Oil Company, valued at \$50,000. Thirty-three exhibitors in the Mining building have offered their exhibits to the university. Are none of the exhibits to come to our institutions in Canada?

—The advocates of woman suffrage are not at all satisfied because only 20,000 of the women of New York took the trouble to register in the expectation of casting their ballots for school commissioners. They had hoped for a good showing that would make up for the setback which their cause had received in Connecticut at the recent school elections. There the voters *feminini generis* had been urged to give unmistakable evidence of their desire to exercise the right of suffrage and to demonstrate their political power; yet only a small proportion of them went to the polls. The registration of women in New York may not prove much, as there were serious doubts as to the constitutionality of the law that gave them the privilege to vote, but in Connecticut, at least, the women have shown that they are not yet ready to take part in politics and government.

—An important movement has just been inaugurated in Alabama, in the formation of a Teachers' Lyceum, an organization for the professional improvement of teachers. It has a

central governing body, and local circles will soon be organized throughout the state. Its president is Supt. J. H. Phillips, of Birmingham, always a leader in work for educational advancement, and behind it are other men of influence and enthusiasm. A most excellent course of study for the first year has been adopted, embracing work in the history, principles, methods, and civics of education and in literature.

—The School of Pedagogy of the University of the City of New York has enrolled a larger number of students this year than was anticipated. There are thirty-four graduates of colleges, and nearly all the remainder are graduates of normal schools. Students have come from the following states:—Kansas, Indiana, Michigan, Pennsylvania, New Jersey, New York, Connecticut, and Vermont. Nearly half the students are ladies, and their interests are looked after by the Woman's advisory board of the university, sixteen in number, which, at its last meeting, elected the following officers:—President, Mrs. Henry Draper; secretary, Mrs. Eugene Smith; treasurer, Mrs. C. A. Herter.

—Zola, in his address to the Paris students, said: Gentlemen, I presume to offer you a faith; yes, I beseech you to put your trust and your faith in work. Toil, young men, toil! I am keenly conscious of the triteness of the advice. It is the seed which is sown at every distribution of prizes in every school, and sown in rocky soil, but I ask you to reflect upon it, because I, who have been nothing but a worker, am a witness to its marvellously soothing effects upon the soul. The work I allude to is daily work; the duty of moving one step forward in one's allotted task every day. How often in the morning have I taken my place at my table, my head, so to say, lost, my mouth bitter, my mind tortured by some terrible suffering—and every time, in spite of the feeling of rebellion, after the first minutes of agony, my task proved a balm and a consolation. I have invariably risen from my daily work, my heart throbbing with pain, but firm and erect, able and willing to live till the morrow. Yes! work is the only one great law of the world which leads organized matter slowly but steadily to its unknown goal. Life has no other meaning, and our mission here is to contribute our share to the total sum of labor, after which we vanish from the earth!

—Professor Virchow, who has been appointed to examine what is supposed to be the skull of Sophocles, recently found in a Greek tomb, is one of the first living authorities in the world

on ancient skulls. He has made a laborious study of the cranial skeletons of the oldest races of men.

—Mr. Marshall Field, of Chicago, has subscribed \$1,000,000 to found a Museum of Natural History in Chicago, on the condition that \$500,000 is subscribed by other citizens. The art building within the fair grounds will be retained as a permanent building for the new museum.

—The women's class in the law school of the University of New York has opened this year with nearly a hundred students. The ladies are under the instruction of Professor Isaac F. Russell, LL.D., D.C.L., and to his popularity the great success of the new movement at the University law school is due.

—The Industrial course, Santee, Neb., normal training school includes blacksmithing, carpentry, shoemaking, printing, farming and cooking. The institution is under the charge of the American Missionary Association, and is the chief training school of Indian teachers and ministers. Nearly 1,000 pupils have attended since it was started in 1870. At present it has 150 pupils and a corps of twenty-three instructors. The Rev. Alfred L. Riggs is the principal.

—Signor Martini, the Italian Minister of Public Instruction, has called the attention of the legislature to the evils of over-pressure in the public schools, under which the programmes have been enlarged without corresponding enlargement of the pupils' cerebral convolutions. The children in school are "swallowing much and digesting little," he writes, and adds: "While the able-bodied artisan demands the restriction of his labor to eight hours, we exact from our boys of ten a labor at once more prolonged and more severe." It is reported that Signor Martini has already begun to institute reformatory measures.

### **Literature, Historical Notes, etc.**

—This year the annual University lecture of the McGill University is of more than ordinary importance in the annals of education. It was delivered by the retiring Principal, Sir William Dawson, and comprised, for the most part, the story of the institution over which that gentleman has presided for thirty-eight years. There is much that is pathetic in the history of Sir William's rule, especially when told by himself as a parting word to all interested in the welfare of the institution. In telling how he had at first come to be connected with McGill, he said:—"My plans for life lay in an entirely different



direction. I had prepared myself, as far as was possible at the time, for field work in geology, and my ambition was to secure employment of this kind, or, next to this, to have the privilege of teaching my favorite science, with sufficient spare time to prosecute original work. In connection with this ambition, after having attained to some little reputation by papers published under the auspices of the Geological Society of London, I accepted an invitation to deliver a course of lectures on geology and applied subjects in Dalhousie College, Halifax, in the winter of 1849-50. When in Halifax, I had some conversation with Messrs. Young and Howe, afterwards Sir Wm. Young and Hon. Joseph Howe, at that time governors of Dalhousie College and the leaders of the Provincial Government, as to a new school law they were preparing for Nova Scotia, and in which important improvements were introduced. I had at the time no thought of being connected with the administration of the act. In the following spring, however, I was surprised with the offer of the position of Superintendent of Education, established under the new law. For three years I was engaged in this work. In 1852, when on a geological excursion with my friend, Sir Charles Lyell, I was introduced by him to Sir Edmund Head, the Governor of New Brunswick, who was much occupied at the time with the state of education in that province, and, in particular, as to its provincial university; and in 1854 he invited me, along with the late Dr. Ryerson, to be a member of a commission which had been appointed to suggest means for the improvement of the provincial university. This work was scarcely finished when Sir Edmund was promoted to be the Governor-General of Canada, and removed to Quebec, where, under the new charter granted to McGill College in 1852, he became visitor of the university; and as he was known to be a man of pronounced literary and scientific tastes and an active worker in the reforms then recently carried out in the English universities, the governors of McGill naturally counted on his aid in the arduous struggle on which they had entered. Accordingly, soon after Sir Edmund's arrival, a deputation of the board waited on him, and one of the subjects on which they asked his advice was the filling of the office of principal, which was yet vacant. Sir Edmund mentioned my name as that of a suitable person. At first, as one of them afterwards admitted to me, they were somewhat disconcerted. They were very desirous for the best reasons to follow Sir Edmund's counsel, but with his knowledge of the available men in England, of some of whom they had

already heard, they were somewhat surprised that he should name a comparatively unknown colonist. In the meantime, ignorant of all this, I was prosecuting a candidature for the chair of natural history in my alma mater, the University of Edinburgh, vacant by the death of Professor Edward Forbes, and in which I was strongly supported by the leading geologists of the time. By a strange coincidence, just as I was about to leave Halifax for England in connection with this candidature, intelligence arrived that the Edinburgh chair had been filled at an earlier date than my friends had anticipated, and at the same time a letter reached me from Judge Day offering me the principalship of McGill. I decided to accept the Montreal offer, provided that a professorship of geology or natural history were coupled with the office. Thus it happened that I became connected with McGill in its infancy under its new management. When I accepted the principalship the McGill College was represented by two blocks of unfinished and partly ruinous buildings, standing amid a wilderness of excavators' and masons' rubbish, overgrown with weeds and bushes. The grounds were unfenced and pastured at will by herds of cattle, which not only cropped the grass, but browsed on the shrubs, leaving unhurt only one great elm, which still stands as the "founder's tree," and a few old oaks and butternuts, most of which have had to give place to our new buildings. The only access from the town was by a circuitous and ungraded cart track, almost impassable at night. The buildings had been abandoned by the new board and the classes of the Faculty of Arts were held in the upper story of a brick building in the town, the lower part of which was occupied by the High School. I had been promised a residence, and this I found was to be a portion of one of the detached buildings aforesaid, the present east wing. It had been imperfectly finished, was destitute of most of the requisites of civilized life, and in front of it was a bank of rubbish and loose stones with a swamp below, while the interior was in an indescribable state of dust and disrepair. The residence was only a type of the difficulties and discouragements which met us in every quarter, and a not very favorable introduction to the Protestant education of the Province of Quebec. The teaching staff of the University then consisted of three faculties, those of Law, Medicine and Arts. The Faculty of Law had two professors and two lecturers. The Faculty of Medicine, the oldest and most prosperous of the three, had ten professors and a demonstrator. The Faculty of Arts, four professors and a lecturer, and all of these, except one,

gave only a part of their time to college work. They were, however, able and efficient men. The University at this time had no library and no museum, and its philosophical apparatus was limited to a few instruments presented to it some time before by the late Mr. Skakel. I had to use my own private collections and specimens, borrowed from the Natural History Society, to illustrate my lectures. Our great difficulty was lack of money; and the seat of government being at the time in Toronto, I was asked to spend my first Christmas vacation in that city with the view of securing some legislative aid. There was as yet no direct railway communication between Montreal and Toronto, and, of course, no Victoria Bridge. I crossed the river in a canoe amongst floating ice, and had to travel by way of Albany, Niagara and Hamilton. The weather was stormy and the roads blocked with snow, so that the journey to Toronto occupied five days, giving me a shorter time there than I had anticipated. Sir Edmund Head was very kind, and under his auspices I saw most of the members of the Government, and some initiatory discussions were had as to the Hon. Mr. Cartier's contemplated Superior Education Act, passed in the following year, and which secured the status of the preparatory schools, while giving aid to the universities. I was also encouraged by Sir Edmund and Cartier to confer with the Superintendent of Education and the governors of McGill on my return to Montreal with reference to the establishment of a normal school in connection with the University, which was successfully carried out in the following year. The direct aid, however, which could be obtained from the Government was small, and the next movement of the board of governors was our first appeal to the citizens of Montreal, resulting in the endowment of the Molson chair of English language and literature, with \$20,000 (subsequently augmented to \$40,000 by Mr. J. H. R. Molson), and \$35,000 from other benefactors. This was a great help at the time, and the beginning of a stream of liberality which has floated our University barque up to the present date. In connection with this should be placed the gift of the Henry Chapman gold medal, the first of our gold medals. The liberality of the citizens in 1857 encouraged the board of governors to strengthen and extend the teaching staff in Arts by the appointment of Professors Johnson and Cornish, and shortly afterward of Professor Darey, who still, after all these years of arduous and faithful service, remain to the University, and are now the senior members of its professoriate. To counterbalance these successes and advantages, in the early

part of 1856 the building occupied by the High School and by the Faculty of Arts was destroyed by fire, along with some of the few books which had been collected and some of our apparatus, and a large part of my private collections which I had been using for my lectures. This was a great pecuniary loss and for the remainder of the session the college classes were transferred in part to the original college buildings above Sherbrooke street, and in part to the Medical Faculty's building on Cote street. The year 1857 was signalized not only by the opening of the McGill Normal School and by the addition to our staff already noted, but by the institution of a chair of civil engineering, the first small beginning of our Faculty of Applied Science. Sir William then described the gradual growth of the University, its extension and the system of government. Of the principalship of the future Sir William Dawson said:—  
“The operations of McGill are now so extensive and complicated that the dangers of disintegration and isolation have become greater than any others, and the Principal must always be the central bond of union of the university, because he alone can know it in all its parts and weigh the claims, needs, dangers, difficulties and opportunities of each of its constituent faculties and departments. Much of this must, without doubt, depend upon his personal qualities, and I trust those who are to succeed me in this office may be men not only of learning, ability and administrative capacity, but of unselfish disinterestedness, of large sympathies and wide views, of kindly, generous and forgiving disposition, and of that earnest piety which can alone make them safe advisers of young men and women entering on the warfare of life. In conclusion, let me say a word as to myself and my retirement from office. My connection with this university for the past thirty-eight years has been fraught with that happiness which results from the consciousness of effort in a worthy cause, and from association with such noble and self sacrificing men as those who have built up McGill College. But it has been filled with anxieties and cares and with continuous and almost unremitting labor. I have been obliged to leave undone or imperfectly accomplished many cherished schemes by which I had hoped to benefit my fellow-men, and leave footprints of good on the sands of time. Age is advancing upon me, and I feel that if I am fittingly to bring to a close the business of my life, I must have a breathing space to gird up my loins and refresh myself for what remains of the battle. I have, besides, as you know, been somewhat abruptly deprived by a serious illness of my

accustomed strength, and in this I recognize the warning of my Heavenly Father that my time of active service is nearly over. In retiring from my official duty, I can leave all my work and all the interests of this university with the confidence that, under God's blessing, they will continue to be successful and progressive. The true test of educational work well done is that it shall have life and power to continue and extend itself after those who established it are removed. I believe that this is the character of our work here, and I shall leave it with the confident expectation that it will be quite as successful in my absence as in my presence. Such a result I shall regard as the highest compliment to myself. To this end I ask your earnest consideration of the sketch of our progress which I have endeavored to present, and I pray that the blessing of God may rest on the university and on every part of it, and that it may be strengthened with His power and animated with His spirit."

—In connection with the above event, the *Witness* has said: "In telling the story of McGill, Sir William told the story of his own life and work. A simple dignity was in it all. The words spoken to the undergraduates were farewell words. In that regard, they were peculiarly significant. In the story of life and work, in the laying bare of early ideals, in the aspect of the venerated Principal, cheerful and serene, lightly touching upon trials and difficulties which would have overcome many of less faith and hope, and, in the end, laying down the burden of office, invoking the blessing of God upon his successor—there was a note of deep pathos."

PERNICIOUS LITERATURE.—A sixteen-year-old boy was lately convicted of murder in the first degree in New Jersey. It was the occasion of a terrible indictment by a high authority, the presiding judge, of the vile fiction with which our country is flooded. It should arouse public sentiment against the sale of a class of tales sold at almost every street corner. After speaking of the character of the literature which the boy had read, Judge Depew said that it was the first time he had ever seen such novels, and that he felt it was the most pernicious literature that could possibly fall into the hands of children. He said, further, that upwards of twenty people in the city were engaged in selling such literature to boys and girls, and from an authoritative source he had obtained an estimate of the relative ages of persons brought before the courts for offences involving attempts to rob and steal and similar offences. The figures given were:—Persons charged with larceny under eighteen years, thirty per cent.; between eighteen and twenty-

three, sixty percent, making ninety percent; over twenty-three, ten percent. It is safe to say that of persons charged with some form of stealing, over sixty percent are under eighteen years of age.

**HYPNOTISM'S EFFECT ON THE MORALS.**—Speaking of the great danger with which hypnotism is believed to be attended or followed, it is ridiculously exaggerated, the reason being, I think, that many of those who have written on this subject have had very little practical knowledge of the same. There is no danger whatever in hypnotism, when the hypnotist makes it a positive rule never to hypnotize anybody unless friends or relatives of the subject are present as witnesses, in a position to control what occurs and what suggestions are given to the subject. I will here state to all those timid individuals that hypnotic conditions cannot be used as a mask by the hypnotist to commit crimes against humanity, as people usually believe, because it is a fact that even if the subjects are in the deepest degree of sleep they cannot be compelled to do anything immoral or criminal if the subject is an honest and upright person. The above has been proved by numerous experiments, and the subjects who are hypnotized positively refuse to obey where it is against their own morals and character. They will even awaken if anything very disagreeable is suggested.—*Chicago Inter-Ocean.*

### **Practical Hints and Examination Papers.**

**COURTESY TO PUPILS.**—If courtesy to parents is a duty, it is not less a duty to pupils. Everybody knows how Luther's schoolmaster, the famous Trebonius, used to take off his hat when he entered his school-room. "I uncover my head," he would say, "to honour the consuls, chancellors, doctors, masters, who shall proceed from this school." Dr. Arnold won his way to the hearts of Rugby boys by the simple respect which he showed in accepting their word as true. A master's success has sometimes been imperiled by so slight a matter as the mistake of not returning boys' salutes in the streets, for courtesy begets courtesy—it is a passport to popularity. The way in which things are done is often more important than the things themselves.

One special point of personal courtesy you will let me mention—it is punctuality. To keep a class waiting is to be rude and to seem to be unjust, for a sense of speculation arises when a master is apt to be late. If he is generally four minutes late boys will count the chance of his being one minute later, and the result will be disappointment, disaster, and then dislike.

LITTLE PETER GASSENDI.—Even when Peter was a little fellow toddling about his home in his bare feet he was very fond of watching the stars and the moon and the clouds. Even the trees and the grasses and the flowers were not so beautiful to him as these little points of light in the sky. He watched them so closely, and asked so many questions that when he was only ten years old he had learned as much about them as many a boy twice as old. One evening he was in the fields with his playmates. “See how fast the moon flies by!” cried one of the boys looking up at the sky. “It is not the moon that is flying so fast,” said little Peter; “it is the clouds!” “But I can see it!” cried another boy. “Watch it! See it fly towards the west.” “Still I say it is the clouds that are flying; and they are flying to the east.” The children looked puzzled. Some of them laughed at Peter. One big, clumsy boy sneered, “What does a little fellow like you know,” said he. “Come with me and I will prove that I am right,” answered Peter good naturedly. Together the boys crossed the field and sat down beneath a great elm. “Now let us watch the moon through the branches,” said Peter. You see it is now just between that big branch and the little one.” “Yes, yes,” agreed the boys. Then they watched. Five, ten minutes. Still the moon was in the same place. But the clouds—they had hurried scurried away, new ones had followed and they, too, had hurried and scurried away—all towards the east just as Peter had said. “You are right, Peter,” said the big, clumsy boy who had sneered. “How did you find it out,” cried the other boys. “O I like to watch the moon, you know,” laughed Peter. “Now let’s go play again.” Little Peter kept on watching the moon and by-and-by when he was a grown man he came to be one of the greatest astronomers the world has ever known.

—A practical teacher writing to the *School Journal* says,—My students always had trouble in working lumber examples, until I taught them the following simple rule:—

Write on one line, the number of pieces of lumber, the width and thickness in inches, and the length in feet with the sign of multiplication between them. Cancel the factors of 12. The product of the remaining factors will be the number of board feet in the lumber.

*Example.*—How many feet in 7 pieces of lumber, 4 inches by 3 inches, 6 feet long?

$$7 \times 4 \times 3 \times 6 = 42 \text{ feet. } \textit{Ans.}$$

Also, in determining the number of bushels in a bin, I find the most serviceable rule is to multiply the cubical contents of the bin in feet, by the part that 1 cubic foot is of a bushel.

*Example.*—How many bushels in a bin 7 ft. long, 6 ft. wide, and 4 ft. high?

$$\textit{Solution.}—7 \times 6 \times 4 \times \frac{45}{56} = 135 \text{ bushels. } \textit{Ans.}$$

THE THREE KINGDOMS.—There is a pretty story told of King Frederick William's visit to the schools in Prussia. He was traveling through his country; and being detained for an hour in a pretty little village, he entered a school-house in which the village children were hard at work. "Will you not ask the children some questions?" asked the teacher. "The children would never forget the honor, sir, if you would." "What have you been learning lately, little folks?" asked the king. "Please, sir, we have been learning about the different kingdoms—the mineral, the vegetable, the——" "Ah yes, I see," interrupted the king. "Now little yellow-curls, tell me to what kingdom does this orange belong?" "To the vegetable kingdom," answered the little girl. "And this coin?" drawing a gold dollar forth from his pocket. "To the mineral kingdom, sir." "Well done, my little one. Now to what kingdom do I belong?" The little girl hesitated. "To the animal kingdom," she was about to say, when it occurred to her that perhaps a great king must not be told he belonged to the animal kingdom. "Please, sir," said she, blushing a deep red, "I think—you—belong—to—God's Kingdom."

CROSS QUESTIONING.—Frederick the Great prided himself upon the personal interest in every one of his soldiers. No matter how large his forces, he knew a strange face as soon as it appeared in the lines. Of the new soldiers, as they came to his notice, he always asked three questions: *How old are you? How long have you been here? And have you received your pay and your uniform?* These questions he always asked in this order. Therefore, when, one day, a Frenchman entered the ranks his comrades attempted to prepare him to meet the king. The Frenchman, knowing not one word of German, was taught the answers to these questions, it being explained to him what answers would be required of him. In due time the new volunteer appeared before the king. Frederick the Great spied the new comer at once, and called him out. Alas for the Frenchman and the three German answers he had learned. By some unhappy fortune the great king forgot his usual order, and began with, "How long have you been in the army?" "Twenty-one years, sir," answered the Frenchman glibly. "How old are you?" "Three days." Frederick the Great looked puzzled. Was the man trying to insult him. "Are you a fool," thundered the king, "or am I?" "Both sir," answered the Frenchman, politely. Frederick was furious. The poor man was seized by the body-guard; and no one knows what might have happened had not a comrade of the unfortunate man rushed forward and explained the trouble.

A TEACHER OF NEW YORK GIVES US A VALUABLE HINT:—"Some years ago I concluded to accustom my scholars to make their own speeches or lectures. It was very hard work at first. They all assured me that they could not possibly do it because they had nothing to say. I kept at it, however, getting each one of them in turn to stand up and say: 'Ladies and gentlemen, I am sorry to say that I



have nothing to say.' After two or three had said this, as it was rather monotonous, I suggested that the next one should make a 'feeble remark about the weather.' He did so, and another boy got off a funny sentence that set the boys all laughing. It was then proposed that they should give one another subjects to speak about on the instant. These subjects of course ranged from grave to gay, some of the boys giving the most ridiculous subjects they could think of. All this, however, helped on my plan. They became more and more accustomed to attempting impromptu speeches, and gained in power and quickness with every new attempt. Some one then said that they ought to have time to prepare their speeches. I said: 'Very well; on next speaking day I shall expect from each of you a well-prepared discourse on some subject of his own choosing, and if any one will illustrate his lectures by drawings on the blackboard I shall give him an extra mark.' Thus their impromptu speeches were quietly expanded into lectures. As they gradually improved in these I proposed that as soon as any four of the boys should each be able to lecture on any subject for fifteen minutes, so as together to fill up an hour, we should have tickets printed for this four-headed lecture, sell them for twenty-five cents each, and apply the money to buying new books for our library. This idea was successfully carried out, and all the scholars became so accustomed to lecturing that it was quite easy to get from each of them one lecture per week. Their blackboard illustrations also became more elaborate and better, so that the whole thing was a complete success. Its effect upon the newcomers was very striking. When a boy of ordinary size saw a little fellow get up and give his lecture with perfect ease and self-possession, it was so utterly nonsensical to say that he couldn't do what that little fellow did that he simply said nothing, and did his best. Of course his first efforts were very encouragingly received and he gradually went on gaining confidence until he felt sufficiently at his ease to do justice to any powers that he possessed. There is no mental process that calls out more fully the intellectual powers, or that tests more decidedly the amount of education, than preparing a lecture. The lecturer must investigate and collect his facts; he must marshal and arrange them in the best manner; he must either have or he must acquire sufficient command of language to express clearly his ideas; and if he attempts to illustrate upon the blackboard another power is developed. The steady improvement of their memories was also interesting, and it went on until there was not time to hear all that some of them could prepare, and it was necessary to cut short the lectures of these so as to give the others their chance.

SUGGESTIONS ON TEACHING PRIMARY READING: 1. *Division of Lessons.* Do not make the mistake of supposing that because a lesson covers a certain number of paragraphs or pages you must assign all of it for a single lesson. Use your judgment. Assign such a quantity as pupils

can prepare thoroughly. A few lines or a single paragraph well prepared and well read is more beneficial than as many pages taught imperfectly or glanced over hastily. Every teacher must determine for himself how much his pupils can do well and profitably.

2. *Too much Drill.*—Nothing tends to discourage pupils more than a constant drill on the same lesson. Give your pupils variety. Rather let them read a lesson but moderately well, and give them some supplementary reading, than keep them drilling on a lesson until they tire of it. Many teachers in their anxiety to secure thoroughness fall into this error, and nauseate their pupils with constant and senseless repetition. The child, like the man, delights in acquiring new ideas, in fighting new battles, and in testing its strength in overcoming new difficulties.

THREE LANGUAGE STORIES FOR ABSTRACT WRITING:—*The Blush Rose.*—There is a rose called the Blush rose. Do you know how it came to have that name? One morning, very early, when only the fairies were up and about, a little rose bud stretched itself in its covering and peeped out. “Dear me!” said the little bud. “how that great, round sun stares at me!” “That is because you are so beautiful,” smiled the sun. Then the little rose bud blushed a rosy pink; and in some way that pretty blush never again left the little rose. Do you see, now, why the rose is called the Blush rose?

*Dandelion's Story.*—I am a little, yellow dandelion. In the springtime, my leaves begin to grow, and just when they get long and pretty, some little boy comes with his knife and basket, and digs me up, takes me off and tells his mamma he has found a dandelion for her to eat. Just think of it! Sometimes I stay in the ground until my bright yellow blossom comes and then they do not want to dig me, for I am not good to eat then. Little girls like to pick my blossom and make curls out of my stem. So you see I am a very useful little plant.

*The Violets' Party.*—It was the last of May. Little Violet said to herself: “Here it is, late in the spring, and I have been planning for several days to have my party, and I shall invite only my relations. Let me name them and see how many it will make. Of course, I am Violet Blue—but I must name myself last. First, there is Violet White; she is so cunning and pretty. Then Violet Yellow; she is rather odd. But I think she will come. Then my two cousins from the meadow must come, they are so tall and graceful, and their names are just like the first two I have named, myself, Violet Blue, and Violet White. I must not forget my pretty cousin on the hill, Violet Horse-shoe; she has a queer name, but she is very pretty. Then my English cousin must come from her garden; dear little English Violet. She is always so sweet. They say *she* has a sister, Violet White, but I have never seen her, and so I shall not invite her, I think. That makes all—how many shall I have now at my party?”

*The Dog and the Baker.*—Fido was very fond of the little round cakes the baker made. Each day his master gave him a penny which he carried in his mouth to the baker's. This penny he would place upon the baker's counter, and then look up into the man's face as if to say, "I will take my cake now, if you please." One day the baker, thinking to play a joke upon Fido, gave him a cake piping hot, just fresh from the oven. But, poor fellow, it burnt his mouth and he was glad enough to drop it as quickly as he had taken it. The foolish baker laughed. Fido wagged his tail angrily, went straight to the counter, took back his penny, and left the store. He never could be coaxed into that shop again.

### Correspondence, etc.

The following letter has been sent to the editor of the *Educational News*, which cannot but be of interest to all teachers:—

MY DEAR SIR,—By the time this communication reaches your desk, possibly the World's Fair will have passed into history; and now that observation ceases, reflection takes place. The mind's eye has taken in from day to day so much that it was impossible to arrange or to classify, it could simply hoard; but now faithful memory comes to the rescue, and with her practised hand treasures the worthy, rejects the worthless, labels the important, and classifies the mass. While this process is going on, a few thoughts come to the surface, which it may be well to chronicle. The Fair has been declared a success financially, a fact so important as to take pre-eminence in the minds of many. Its success or failure will be viewed from numerous standpoints; the most general, is the feeling that it has been an incentive to other countries as well as to other portions of our land. Already we hear of a World's Fair in London, a mid-winter fair in California, a fair in Georgia; all of which are to profit from the experience gleaned at Chicago. Architecture has taken an advance step which will mark an era in that art; "Architectural Drawings and Objects of Art" are already placed side by side in Exhibitions of Art in our cities. The wonderful creations of the White City, with their arches, columns, domes, pillars, paintings and statuary, afforded ample opportunity for all the wonderful conceptions of the architects,' artists,' and sculptors' minds, and we enjoyed the result, but the end is not yet—that result will appear and reappear for future generations to view and admire in various repetitions and combinations.

The farmer has returned to his home in the far west or the crowded east, not satiated with what he has seen, not discouraged by a comparison with the products of other countries or other climes, but with a determination to combine science, energy and skill as the best

fertilizer for his land, the best reaper of its products, and the best investment for his gains. This experience is true, doubtless, in every department of enterprise and manufacture; can we say as much for the educator? There were educational congresses, 'tis true, whose deliberations have already passed into literature; there were exhibits of books and school appliances by Publishing Houses; there were displays of school work by pupils of different schools from various cities, but the writer is voicing the opinion of thousands in saying that the educational displays of our public and private schools did not do justice to themselves in comparison with the displays of other features of the great World's Fair. It is to be regretted that there was not one building set apart for educational displays alone, where the work might have been arranged and classified, from the lowest to the highest grade, in such a way as to show by comparison the different methods of different countries, and thus demonstrate at a glance the best facilities for accomplishing a desired end. Such a scheme would have been productive of much discussion, of some jealousy, perhaps, but who will doubt the efficiency of the results obtained? The writer noticed in numerous school journals an earnest appeal for all teachers to visit the Fair, and it is said by railroad officials that they conveyed teachers by the hundreds, but it was a noticeable fact, thought worthy of comment by a companion of the writer, that the "school displays were not visited, those being the only part of the building that you could get breathing space." Was it the fault of the teachers or the fault of those who had charge of the educational displays?

During children's week in Chicago, that is, when the children of the schools were admitted at ten cents a head, the writer failed to see any indication of a desire on the part of the children to make any portion of the Fair a study, the booths that dispensed orange cider and pop corn were liberally patronized; the displays that favored visitors with bright-tinted advertising cards, the rides on donkeys, the ice-railway and the sliding platform were the objective points of the eager little visitors. The Liberty Bell in the Pennsylvania building was an object of interest to crowds of adults, but the "Birth of the Flag" which one would suppose to be a familiar subject to all American children, received little attention from either young or old.

Pardon this digression from the original intention; the writer intended to ask whether we have reason to believe that the Fair will be productive of as much good from an educational standpoint as from any other? Of course, we admit that whatever broadens our intellect or adds to our acquirements is an educational factor, but we mean in a less general signification of the term, have we reason to believe that our educators, our teachers and schools, received such an impetus that they will go grandly forward achieving the best results by the best methods, thus erecting a standard of education which shall be a monument for ages to come, not only of this World's Fair but of the

intellect of American educators who, untrammelled by prejudices or practices, advocate what is best, whether old or new, whether native or foreign, whether original or acquired. With best wishes for you and the readers of the *News*, I am,

Yours very truly,  
THOMAS THOMSON.

DEAR MR. EDITOR,—The *Critic* recently called for a vote on the ten greatest American books, which resulted in a majority for the following :—

1. Emerson's Essays.
2. Hawthorne's Scarlet Letter.
3. Longfellow's Poems.
4. Mrs. Stowe's Uncle Tom's Cabin.
5. Holmes' Autocrat.
6. Irving's Sketchbook.
7. Lowell's Poems.
8. Whittier's Poems.
9. General Wallace's Ben Hur.
10. Motley's Rise of the Dutch Republic.

The decision may be of interest to those of your readers who are taking an active part in furnishing the school library with the best books. Could we not find out in a similar way, from the teachers, the ten best Canadian books ?

Yours respectfully,  
A TEACHER.

The following is a letter from Dr. McLellan, the Professor of Pedagogy in Toronto University, in answer to an article which appeared in the *Week*, and which will be read with interest :—

SIR,—In your editorial referring to my criticism of an article on the Theory of Division by a Professor of Method in a noted American normal school, you have, I think, drawn a wrong inference as to my attitude towards the New Education. You say that probably no two persons agree as to the exact meaning of the terms. That is indisputably true, and so you and I may appear to differ and yet be at one. The New Education that I do not believe in, and the New Education that you do believe in, are two totally different things. The principles and methods which you so clearly state and illustrate, as defining the New Education that you defend, are not the principles and methods of the New Education that I attack. Your principles I accept, under, of course, their proper limitations. But these principles are not the discovery or even the re-discovery of the canting evangelists of the (so called) New Education. In fact Col. Parker himself, who, as you say, is regarded by many as the apostle of the New Education, declares that "many, if not the most, of its principles and methods have yet to be discovered."

What I do not believe in, and what you, I think, do not believe in, is the perfectly absurd methods—methods at variance with both logic and psychology—which are promulgated in the name of the New Education. The very principles and methods which I criticized, and which you characterize as “bosh,” emanated from a training school which claims to be par excellence the great representative of the New Education, and the best exponent of the new “divine philosophy” of education. The new Education which I sometimes venture to criticize is not a well ordered system of rational principles, such as you clearly set forth; it is a mob of petty devices and irrational methods which its apostles proclaim as an infallible rubric for all educational procedure. The New Education with which I am at war is described by you as something that “has been run into the ground”—involves “a thousand trivialities and all kinds of absurdities”—abounds in “needless simplifications and endless repetitions and wearisome mannerisms.” This New Education has been similarly described by an equally able American writer: “The movement had its origin in sentiment, and its strength lies in the fact of its vagueness; wherever this sentiment appears in any strength it tends to destroy the school as it actually exists, but provides no definite substitute for it; it counsels a violent revolution instead of an equable evolution; it employs the language of exaggeration and appeals to prejudices and narrow views; it preaches absolute freedom and versatility, but it is dogmatic in its utterances and authoritative in its precepts; it represents an impulse to abandon certain errors in practice, but rushes blindly into errors of an opposite kind, and so is in direct opposition to normal progress.” This New Education as characterized by yourself and by the ablest educational writer in the United States, is the New Education which I do “not believe in.”

I am somewhat surprised that I should be represented as not believing in the sound principles of education, upon which your New Education is based. But let that pass. Any misunderstanding as to my views upon the New Education is as nothing compared with the fact that so influential a journal as the *Week* is thoroughly sound on the philosophy and methods of education; and, what is of even greater importance, is using its influence to create a public interest in educational methods—a subject which, as you remark, “receives an astonishingly small share of public attention.”

J. A. McLELLAN.

### **Books Received and Reviewed.**

[All Exchanges and Books for Review should be sent direct to Dr. J. M. Harper, Box 305. Quebec, P.Q.]

THE WORLD OF MATTER, a Guide to the Study of Chemistry and Mineralogy, by Harlan H. Ballard, President of the Agassiz Association, is the title of a timely volume just issued by D. C.

Heath & Co., Boston. The book is adapted to the general reader, for use as a text-book, or as a guide to the teacher in giving object lessons. It has the remarkable quality of arresting attention and awakening interest on the very first page, where it presents in a fascinating way a study of a "Piece of Ice." The interest thus aroused increases as the student is led on by easy steps from what he knows to what he learns. The book is purely inductive, being a guide to the actual handling of the objects named.

AN INTRODUCTION TO THE FRENCH AUTHORS. Being a practical Reader for Beginners. Edited by Alphonse N. van Daell, Professor of Modern Languages in the Massachusetts Institute of Technology, Boston, and published by Messrs. Ginn & Co. This book, which is sufficient for a year's work, prepares the student for the reading of contemporary French authors. It is not only French in language but in spirit, no translation from the writings of any foreigner having been admitted and the subject being altogether French. It aims not only to entertain the pupil, but also to interest him in the country whose language he is studying, and to this end gives a brief outline of the geography and history of France. This outline may be used as a basis for instructive conversational exercises. The vocabulary covered by the selections is very large and the range of style includes that of many of the best prose-writers of our age.

D. C. HEATH & Co., Boston, have in press for immediate issue the first four books of Goethe's *Dichtung und Wahrheit*, edited for them with Introduction, Notes and Index, by Professor C. A. Buchheim, editor of the Clarendon Press Series of German Classics. This edition is especially adapted for pupils preparing for entrance to colleges, offering *the advanced requirement in German*, but also has in view the numerous colleges that devote a portion of their time to the reading of Goethe's prose.

STORIES FROM PLATO AND OTHER CLASSIC WRITERS. By Mary E. Burt, author of *Literary Landmarks*, etc., and published by Messrs. Ginn & Co. This volume is a collection of stories from Plato, Hesiod, Aristophanes, Pliny, Ovid and other classic sources, which the writer has culled from year to year and used in school work in primary and grammar grades and kindergarten institutes. They are edited as a reader for second, third or fourth year work and as a book of stories for Kindergartners.

THE PSYCHOLOGY OF CHILDHOOD, by Frederick Tracy, of Clark University. The author presents as concisely and as completely as possible the results of systematic study of children, and has included everything of importance that could be found. The various chapters treating of Sensation, Emotion, Intellect, Volition and Language, are sure to give many practical hints to all who have to do with children. The book is published by D. C. Heath & Co., Boston.

**Official Department.**

## NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, under date the 26th September, 1893, to appoint a school commissioner for the municipality of Ste. Louise, county L'Islet.

30th September.—To appoint a school commissioner for the municipality of Ile Bouchard, county L'Assomption; one for Pointe aux Esquimaux, county Saguenay; one for St. Samuel de Horton, county Nicolet; one for St. François Xavier, county Shefford; five commissioners for Preston, county Ottawa; and to appoint Serone Brooks, George Brooks and Samuel Barton school commissioners for South Lowe, county Ottawa; and Samuel Ployart, school trustee for St. Pierre de Durham, county Drummond.

His Honor the Lieutenant-Governor has been pleased, by order-in-council, dated the 28th day of September last (1893), to erect into a school municipality, for Catholics only, the parish of "Sainte Rose de Lima de Sweetsburg," in the county Missisquoi, with the following limits, to wit:—

Bounded on the north by the township of East Farnham, on the east partly by the township of Brome, partly by the township of Sutton, on the south by the line separating Nos. 15 from Nos. 16, in the ranges I., II., III. and IV. of the township of Dunham, by the line separating No. 17 from No. 18 in range V.; by the line separating Nos. 20 from Nos. 21 in ranges VI. and VII.; by the line separating No. 23 from No. 24 in range VIII.; on the west by the line separating Nos. 16 and 17 of range IV. from Nos. 16 and 17 of range V.; by the line separating Nos. 18, 19 and 20 of range V. from Nos. 18, 19 and 20 of range VI.; by the line separating Nos. 21, 22 and 23 of range VII. from Nos. 21, 22 and 23 of range VIII.; by the line separating Nos. 24, 25, 26, 27 and 28 of range VIII. from Nos. 24, 25, 26, 27 and 28 of range IX. of the same township of Dunham. This territory actually forms part of the school municipalities of Dunham, of Cowansville and of Sweetsburg, in the county of Missisquoi.

This erection to take effect on the 1st July next, 1894.

6th October.—To appoint Mr. Malcolm Smith, school commissioner for the municipality of Metis, county Matane; also to appoint a school commissioner for Longue Pointe, county Hochelaga; and one for St. Gregoire le Thaumaturge, county Hochelaga.

15th October.—To appoint two school commissioners for the municipality of St. Giles, county Lotbiniere.

25th October.—To appoint five school commissioners for the new municipality of Ste. Appoline, county Montmagny.

31st October.—To appoint a school commissioner for the municipality of St. Benoit, county Two Mountains.

2nd November.—To appoint a school commissioner for the municipality of St. Samuel de Horton, county Nicolet.



6th November.—To appoint George Blackmill, school commissioner for the municipality of Upper Litchfield, county Pontiac ; also to appoint a school commissioner for the municipality of Notre Dame du Sacre Coeur, county Rimouski.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 15th November instant (1893), to detach from the school municipality of Saint François Xavier, in the county of Temiscouata, that part of eighth and ninth ranges of township Viger, from lot No. 1 to lot forty-five, inclusively, and annex them to Saint Hubert, in the same county.

To take effect only on the first of July, 1894.

15th November.—To appoint Albert Monaghan, Wm. Meagher and Robert Davidson, school trustees for the municipality of St. Gabriel East, county Quebec ; also to revoke the order in council of the 1st July, 1893, (342) concerning the school municipality of St. Théodore d'Acton, county Bagot.

27th November.—To appoint five school commissioners for the new Roman Catholic municipality of St. Marguerite de Brown's Gore, county Argenteuil.

24th November.—To appoint a school commissioner for the municipality of Perce, county Gaspé, and one for Dalibaire, county Matane ; also to appoint a school trustee for Kingsey Falls, county Drummond.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 18th of November, 1893, to detach from the municipality of Saint François Xavier, in the county of Témiscouata, the part of ranges six and seven, of the township of Viger, from lot No. 1 to lot forty-five, included, and the part of range five, of the same township, comprised between the line which divides lots numbers four and five and the line which divides numbers forty-five and forty-six, and which are mentioned in the proclamation of the 22nd of April, 1892, and annex this territory to the municipality of Saint Epiphane, for school purposes as it is for religious and civil purposes.

24th November.—To annex to the school municipality of the village of St. Michel, county of Yamaska, the territory comprising lots 568 to 583, both included, of the official cadastre of the parish of St. Michel d'Yamaska ; this territory not forming actually part of any school municipality.

This annexation to take effect only on the first of July next, 1894.

To detach from the school municipality of Saint Michel No. 8, county of Yamaska, lots Nos. 443, inclusively, to No. 541, also inclusively, of the official cadastre of the parish of Saint Michel d'Yamaska, and to erect this territory, as well as lots Nos. 542 to 568, both included, of the said cadastre of the said parish of Saint Michel d'Yamaska, into a separate school municipality, under the name of "Saint Michel No. 9." Said lots Nos. 542 to 568 not forming actually part of any school municipality.

This erection to take effect only on the first of July next, 1894.

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|--|---|
| APPLIED PSYCHOLOGY.—An Introduction to the Principles and Practice of Education. By J. A. MCLELLAN, M.A., LL.D. Cloth \$1.00.  | CICERO IN CATILINAM, Bk. I. With Life of Cicero, etc.....50c.   |
| BI-LINGUAL READERS.—   | CICERO IN CATILINAM, Bk. II. With Life of Cicero, etc.....50c.  |
| First Reader—Part I.....10c.   | VERGIL'S AENEID, Bk. I. With Life of Vergil, etc.....50c.   |
| "    "—Part II.....15c.  | VERGIL'S AENEID, Bk. V. With Life of Vergil, etc.....60c.   |
| Second Book.....25c.   | HIGH SCHOOL GERMAN GRAMMAR.—By W. H. VANDERSMISSEN, M.A., and W. H. FRASER, B.A.....75c.  |
| Third    ".....35c.  | HIGH SCHOOL GERMAN READER.—By W. H. VANDERSMISSEN, M.A., Lecturer of German in Univ. Coll., Toronto.....75c.  |
| Authorized by Education Department of Ontario.   | HIGH SCHOOL HISTORY OF ENGLAND AND CANADA.—By ARABELLA B. BUCKLEY and W. J. ROBERTSON, B.A., LL.B.....65c.  |
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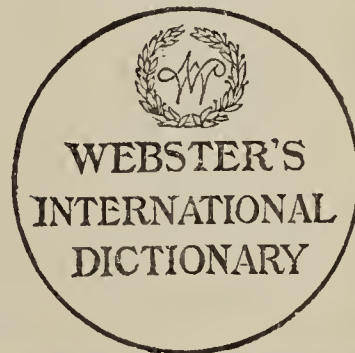
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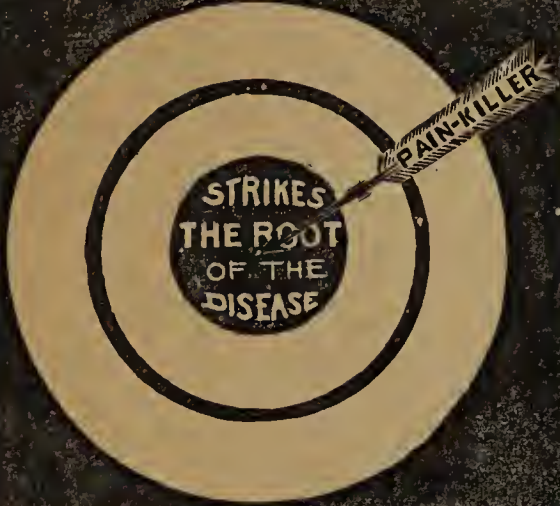
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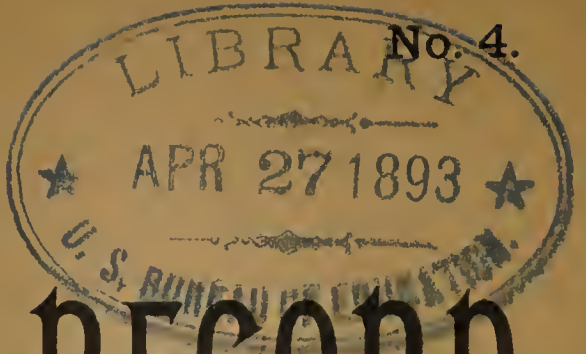
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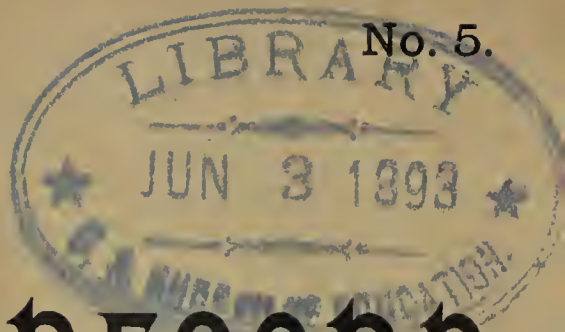
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SESSION 1893-4.

The Calendar for the Session 1893-4 contains information respecting conditions of entrance, course of study, degrees, etc., in the several Faculties and Departments of the University, as follows:—

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Forms of application and copies of the Prospectus of the School may be obtained by application to the Principal, Dr. Robins. When issued, the Prospectus of the School will be sent to every Protestant minister of Quebec, as far as addresses can be found.



# McGILL UNIVERSITY, MONTREAL.

SESSION 1893-4.

The Calendar for the Session 1893-4 contains information respecting conditions of entrance, course of study, degrees, etc., in the several Faculties and Departments of the University, as follows:—

**FACULTY OF LAW.** (Opening, Sept. 4th.)

**FACULTY OF MEDICINE.** (October 2nd.)

**FACULTY OF ARTS, OR ACADEMICAL FACULTY.**

Including the Donalda Special Course for Women.  
(Sept. 14th.)

**FACULTY OF APPLIED SCIENCE.** Including Departments of Civil Engineering, Mechanical Engineering, Mining Engineering, Electrical Engineering and Practical Chemistry. (September 15th.)

**FACULTY OF COMPARATIVE MEDICINE AND VETERINARY SCIENCE.** (October 1st.)

**MCGILL NORMAL SCHOOL.** (Sept. 1st.)

Copies of the Calendar may be obtained on application to the undersigned.

J. W. BRAKENRIDGE, B.C.L.

*Acting Secretary.*

Address:—MCGILL COLLEGE.

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## University of Bishop's College LENNOXVILLE.

**FACULTY OF ARTS—**

*Dean and Professor of Mathematics:* REV. PRINCIPAL ADAMS, D.C.L.

**FACULTY OF DIVINITY—**

*Dean and Professor of Divinity:* REV. F. J. B. ALLNATT, D.D.

**FACULTY OF MEDICINE—**

*Dean:* F. W. CAMPBELL, Esq., M.D. (Montreal). (Session begins Oct. 2.)

At Lennoxville the Academical Year consists of three terms, beginning on the 2nd Saturday in September.

## BISHOP'S COLLEGE SCHOOL.

*Head Master:* H. J. H. PETRY, Esq., M.A.

*Chaplain:* REV. PRINCIPAL ADAMS, D.C.L.

Assisted by a large Staff of Graduates.

For Calendars of College and School, apply to the Secretary, A. D. NICOLLS, Esq., M.A., or to the Principal or the Head Master.

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