

(c). *Academy Diploma.*

	Marks.
1. Greek, Xenophon, Anabasis Book I and Grammar.....	100
2. Latin, Caesar, Bel. Gal. Book I and Grammar.....	100
3. French, Grammar, Reading and Composition.....	100
4. Euclid, Book I, II, III, IV and VI.....	100
5. Algebra, including Quadratics.....	100
6. History as above, or Natural Philosophy, or Botany, or Scientific Agriculture.....	100
† 7. Art of Teaching.....	100

"Candidates must obtain at least one-third of the marks in each subject.

"Teachers of French Schools may be examined in French, instead of English

† As in Elementary Examination.

The questions are to be limited for the most part to the authorized text-books, and the following are recommended to the candidates as a guide to the character of the questions to be asked on certain subjects :

ENGLISH GRAMMAR,—Elementary Diploma, Lennie.

ENGLISH GRAMMAR,—Mod. Sch. & Acad. Diploma, Morell.

GEOGRAPHY,—*Hodgin's General Geography.*

HISTORY,—*Collier's British History, and Miles' School History of Canada.*

ART OF TEACHING.—*Abbot's Teacher and Morrison's Art of Teaching.*

The Algebra for the Model School Diploma shall comprehend, Involution, Evolution, Fractions, and Simple Equations.

Arithmetic, "Ordinary Rules" shall comprehend Reduction, vulgar and Decimal Fractions, Proportion, Practice, Interest, Discount and Percentage.

The Examinations will last two days, the Elementary ending the first day, the Model School and Academy continuing during the second.

GEORGE WEIR,

Secretary Joint Committee,
for preparing examination papers.

MISCELLANY.

Breaking the Child's Will—The grand blunder which almost all parents and nurse maids commit is that when the child takes a whim against doing what he is wanted to do—will not eat his bread and butter, will not go out, will not come to his lessons, etc.—they so to speak, lay hold of his hind leg, and drag him to his duties ; whereas a person of tact will almost always distract the child's attention from its own obstinacy, and in a few minutes lead it gently round to submission. Many persons would think it wrong not to break down the child's self will by main force, to come to battle with him and show him that he is the weaker vessel ; but my conviction is that struggles only tend to make his self-will more robust. If you can skillfully contrive to delay the dispute for a few minutes and hitch his thoughts off the excitement of the contest, ten to one he will give in quite cheerfully, and this is far better for him than tears and punishment.

Harriet Martineau's School-Days.—"For nearly two years after our return from that country visit, Rachel and I were taught at home. Our eldest brother taught us Latin, and the next brother, Henry, taught us writing and arithmetic ; and our sister, French, reading, and exercises.

We did not get on well, except with the Latin. Our sister expected too much from us, both morally and intellectually ; and she had not been herself carried on so far as to have much resource as a teacher. We owed to her, however, a thorough grounding in our French grammar (especially verbs), which was of excellent service to us afterwards at school, as was a similar grounding in the Latin grammar, obtained from our brother. As for Henry, he made our lessons in arithmetic, etc., his funny time of day ; sorely did his practical jokes and ludicrous severity afflict us. He meant no harm ; but he was too young to play school-master, and we improved less than we should have done under less head-ache and heart-ache from his droll system of torture.

I should say, on their behalf, that I, for one, must have seemed a most unpromising pupil, my wits were so completely shattered by fear and shyness. I could never give a definition, for want of presence of mind. I lost my place in class for everything but lessons that could be prepared beforehand. I was always saying what I did not mean. The worst waste of time, energy, money, and expectation,

was about my music. Nature made me a musician in every sense. I was never known to sing out of tune. I believe all who knew me when I was twenty, would give a good account of my playing. There was no music that I ever attempted that I did not understand, and that I could not execute, under the one indispensable condition, that no-body heard me."

"I was eleven when that delectable schooling began, which I always recur to with clear satisfaction and pleasure. There was much talk in 1813 among the Norwich Unitarians, of the conversion of an orthodox dissenting minister, the Rev. Isaac Perry, to Unitarianism. Mr. Perry had been minister of the Cherry Lane Chapel, and kept a large and flourishing boys' school. Of course, he lost, and the chief part of his school. As a preacher, he was woefully dull ; and he was far too simple and glib for a boys' schoolmaster. The wonder was that his school kept up so long, considering how completely he was at the mercy of naughty boys. But he was made to be a girl's schoolmaster. Gentlemanly, honorable, well provided for his work, and extremely fond of it, he was a true blessing to the children who were under him."

We were horribly nervous, the first day we went to school. It was a very large, vaulted room, white washed, and with a platform for the master and his desk ; and below, rows of desks and benches, of wood painted red, and carved all over with idle boys' devices. Some good boys remained for a time ; but the girls hid the front row of desks, and could see nothing of the boys but by looking behind them. The thorough way in which the boys did their lessons, however, spread its influence over us, and we worked as heartily as if we had worked together. I remember being somewhat oppressed by the length of the first morning,—from nine to twelve,—and dreading a similar strain in the afternoon, and twice every day ; but in a very few days I got into all the pleasure of it, and a new state of happiness had fairly set in. I have never since felt more deeply and thoroughly the sense of progression than I now began to do. As far as I remember, we never failed in our lessons, more or less. Our making even a mistake was very rare ; and yet we got on fast. This shows how good the teaching must have been. We learned Latin from the old Eton grammar, which I, therefore, and against all reason, cling to,—remembering the repetition days (Saturdays) when we recited all that Latin, prose and verse, which occupied us four hours. Two other girls, besides Rachel and myself, formed the class ; and we certainly attained the capability of enjoying some of the classics, even before the two years were over. Cicero, Virgil, and a little of Horace, were our main reading then ; and afterwards, I took great delight in Tacitus. I believe it was a genuine understanding and pleasure, because I got into the habit of thinking in Latin, and had something of the same pleasure of sending myself to sleep with Latin as with English poetry. Moreover, we stood the test of verse-making, in which I do not remember that we ever got any disgrace, while we certainly obtained, now and then, considerable praise. When Mr. Perry was gone, and we were put under Mr. Banfather, one of the masters at the grammar school for Latin, Mr. B. one day took a little book out of his pocket, and translated from it a passage which he desired us to turn into Latin verse. My version was precisely the same as the original, except one word, (*annosa* for *antiqua*) and the passage was from the *Æneid*. Tests like these seem to show that we really were well taught, and that our attainment was sound, as far as it went. Quite as much care was bestowed on our French, the grammar of which we learned thoroughly, while the pronunciation was scarcely so barbarous as in most schools during the war, as there was a French lady engaged for the greater part of the time."

What the average boy and girl can learn.—Everyone who has had the experience that qualifies him to judge, knows that average boys and girls, six years old, can be taught in the three succeeding years, with twenty minutes of rational instruction a day, to read beautifully at sight whatever is not above their comprehension. Even less instruction is required afterwards. But any amount of idiomatic instruction cannot make them good readers of the simplest printed page ; and it is a waste of good instruction if it is spent in attempting to teach them to read what is above their comprehension.

The same time, with rational instruction, is quite enough to make the same boys and girls quick and accurate in all small computations of numbers, whole and fractional, which do not involve logical operations beyond the ready comprehension of children nine years old. No amount of time would enable them to make progress in the higher arithmetic or in Euclid.

Thirty minutes a day, with rational instruction, devoted to spelling and writing, would enable boys and girls, when nine years old, to write plainly and rapidly without a copy, to spell all of the most common words, and to express in writing, with a good degree of ease, and clearness whatever thoughts they might have. More time than this is now spent upon words