

somewhat simplified, but not entirely ignored. The work is also interesting, as showing that the homogeneity of the language was beginning to pass away, the infusion of foreign words, indicating the approach of the composite stage of English, which marks what Dr. Craik calls the Second Great Revolution, completed in the fourteenth century.—*The New York Teacher and American Educational Monthly*.

ARTHUR GILMAN.

TEACHERS SHOULD IMPROVE.

THERE are two classes of people in the world—those who make progress, and those who stand still. We have all seen the boy enter a mercantile establishment as an entry-clerk, or general servant, or ordinary salesman, and in a few years become a member of the firm; we have seen the hod-carrier become a builder, the type-setter an editor; and so on through all the occupations of men. Many, however, continue through life where they began making no progress in their work, doing it no better the last year of their lives than the first of their occupation. The difference between these two classes is chiefly this—the one observes, learns, and practices, improves in mind and in judgment, studies men and their operations, things and their relations, if not books; the other does the assigned task without a thought, without a desire to know its relation to other things, and hence does not improve in mind nor advance in work. In fact the great difference between one person and another is the different degrees of development and growth which they have been and are attaining.

Continued mental progress may be termed health, and an absence of improvement, decline. Now as the teacher's mental condition is impressed on his pupils, it is not difficult to judge why the pupils of one teacher make more rapid progress than those of another, other things being nearly equal. Conversely, the mental condition of a room of children will generally reveal the *status* of the teacher. This must be evident to all, even to those who visit schools with but little observation. It is true that public opinion sometimes destroys the best work of the teachers of a city or town, but that does not affect the truth of the statement, for by constant improvement in themselves and their work, they may totally change public opinion.

Every teacher has, at some time in his life, felt the exhilaration of mental growth; felt, also, a consciousness of power derived therefrom, which made labor lighter and obstacles smaller, and brought satisfaction to his heart—such and so great is the influence of conscious development. In this condition let him go before his pupils, and they will become inspired by contact with his growing soul, and will work with an enthusiasm and a directness of purpose that are truly surprising. Their lessons become easier to them, difficulties more easily overcome, study becomes a pleasure, and obedience and good order a necessary result of their good feeling. How happy such school-days, and how green their memory!

How different the effect when a teacher who is making no progress appears before his pupils! He finds it difficult to make them study, or learn their lessons, show animation, or maintain order. They become indifferent, slow dull, careless, irresponsible. One after another falls behind the class, cases of discipline, multiply, and there is no desirable development of the pupils' minds and characters. The atmosphere of the room is stagnant and oppressive, because there is no interchange of mental and moral sympathy, which every child needs in order to engage his energies and secure his support.

These two pictures can probably be seen in every graded school in the land. We therefore urge all teachers to make it their first and constant duty, not merely aim, to progress daily in mental acquisition, and in those dispositions of mind and heart which lead captive all minds that have the germ of a desire to improve. Especially would we entreat those who are conscious of not improving, but who, perhaps, think they do their work well enough and earn their money, to earn instead the satisfaction of their consciences and the life-long and happy remembrance of their pupils, by teaching under the conditions above described.

All teachers cannot reach eminence, but all may continually improve and rise in their work, and this should be the earnest desire of every one. We have sometimes thought that if they do not improve, their employers should make that a cause of dismissal, or rather should make continued improvement a condition of employment, to be tested, not by examinations, for they cannot reach the case, but by the appreciable improvement in both the person and his work.—*From the Schoolmaster*.

EATON'S COMMERCIAL COLLEGE.

THIS is an institution which has grown into successful operation in the city of Halifax within the last three or four years. Its object is to impart a practical business education: to

reach which appliances are introduced through which the Students themselves engage in business operations. A bank is in operation in the College, whose notes form a circulating medium. Tickets representing articles of merchandise are bought and sold among the Students who use the bank for purposes of deposit and discount. The College thus becomes a community of Merchants doing business with one another and subject to the laws and usages which govern business men everywhere. We consider the system an admirable one affording, as it does, actual experience of what every teacher of bookkeeping and practical Arithmetic must often labor hard to make his pupils realize,—the business operations which illustrate the problems to be solved. It appears to us that no better facilities for acquiring a good knowledge of business principles, and expertness in practical bookkeeping could be devised than are presented at the Commercial College; and we are glad to learn that the enterprise of the proprietors is being rewarded by a fair attendance of Students both from the city and the country.

Of course Bookkeeping is the principal subject taught, and its application to different kinds of business is explained and exemplified; but Arithmetic, Penmanship, Laws of Commerce Spelling, Business Correspondence, &c., as necessary accomplishments of the man of business, are carefully looked after.

The proprietors are Messrs. Eaton & Frazee. Mr. Eaton, conducts a similar establishment in St. John, N. B., and Mr. Frazee is principal of the College in Halifax.—*Com.*

McGILL COLLEGE, MONTREAL.

SCHOLARSHIPS AND EXHIBITIONS.

(Offered for Competition in September, 1871.)
GENERAL REGULATIONS.

EXHIBITIONS AND UNDERGRADUATE SCHOLARSHIPS

1. A Scholarship is tenable for two years. An Exhibition for one year.

SCHOLARSHIPS

2. Scholarships are open for competition to Students who have passed the University Intermediate Examination, provided that not more than three Sessions have elapsed since their Matriculation, and also to candidates who have obtained what the Faculty may deem equivalent standing in some other University.

3. Scholarships are divided into two classes, (1) Science Scholarships (2) Classic and Modern Language Scholarships.

The subjects of Examination for each, are as follows:—

(1) Science Scholarships.

Differential and Integral Calculus; Analytic Geometry; Plane and Spherical Trigonometry; Higher Algebra and Theory of Equations; Pure Mathematics as in Ordinary Course; Botany; Chemistry; Logic.

(2) Classic and Modern Language Scholarships.

Greek: Latin; English Composition; English Language and Literature. French.

EXHIBITIONS.

4. Exhibitions are assigned to the First and Second Year.
First Year Exhibitions are open for Competition to Candidates for entrance into the First Year.

Second Year Exhibitions are open for Competition to Students who have passed the First Year Sessional Examination, provided that not more than two Sessions have elapsed since their Matriculation, and also to Candidates for entrance into the Second Year.

The subjects of Examination are as follows:—

First Year Exhibitions:—Classics, Mathematics, and English.

Second Year Exhibitions:—Classics, Mathematics, English Language, Chemistry, French.

5. The First and Second Year Exhibition Examinations will, for Candidates who have not previously entered the University, be regarded as Matriculation Examinations.

6. No Student can hold more than one Exhibition or Scholarship at the same time. But four of the First Year Exhibitions will be granted exemption from the sessional fees throughout their College Course under Presentation Scholarships from the Governor General. (See page 11 of Calendar.)

7. If in any one College Year there be not a sufficient number of Candidates showing absolute merit, any one or more of the Exhibitions or Scholarships offered for competition may be transferred to more deserving Candidates in another Year.

8. A successful Candidate, must, in order to retain his Scholarship or Exhibition, proceed regularly with his College course, to the satisfaction of the Faculty.

9. The Annual income of the Scholarships or Exhibitions will be paid to four instalments, viz.: in October, December, February and April.

10. The Examinations will be held at the beginning of every Session.

There are at present sixteen Scholarships and Exhibitions.

THE JAMES REDPATH EXHIBITION, established by Mrs. Redpath, of Terrace

Bank, Montreal. Value, \$100 yearly.

THE McDONALD SCHOLARSHIPS AND EXHIBITIONS—Ten in number, established by W. C. McDonald, Esq. Montreal. Value, \$125 each, yearly.

THE GOVERNORS' SCHOLARSHIP established by the Board of Governors

Value, \$100 to \$120 yearly.

THE CHARLES ALEXANDER SCHOLARSHIP, founded by Charles Alexander, Esq., for the encouragement of the study of Classics and other subjects. Value, \$120 yearly.

THE TAYLOR SCHOLARSHIP OR EXHIBITION, established by T. M. Taylor,

Esq. Value, \$100 yearly.

TWO OTHER EXHIBITIONS. Value, \$125 yearly.

The following will be offered at the Examinations commencing September 14th, 1871, under the regulations above stated:—

FIRST YEAR.

FOUR EXHIBITIONS.—Three of \$125, one of \$100. The Examinations will be in the following subjects:—

Classics.—Greek.—Homer, *Iliad*, bk. VI.; Xenophon, *Anabasis*, bks. I. and II.; Lucian, *Timon*, Grammar and Prose Composition. Latin.—Virgil, *Æneid*, bks. I. and II.; Cicero, *Orat.* I, in Catilinam; Sallust, *Conspiracy of Catiline*; Caesar, *Gallie War*, bks. I. and II. Grammar and Prose Composition.

Text-Books.—Hadley's Elements of Greek Grammar. Arnold's Greek Prose Composition, Exercises 1 to 25; Dr. Wm. Smith's Smaller Latin Grammar and *Principia Latina*, Part IV.

Mathematics.—Euclid, bks. I., II., III., IV., Defs. of bk. VI. Algebra to end of

Harmonical Progression (Colenso.) Arithmetic.

English.—English Grammar and Composition.—Bain's Grammar, as far as

Derivation.) Special exercises in Grammar and Composition.

SECOND YEAR.

FOUR EXHIBITIONS.—Three of \$125 each and one of \$100. The Examinations will be in the following subjects:—

Classics.—Greek.—Homer, *Iliad*, bk. IX., and *Odyssey*, bk. XXII.; Arrian, bk. III.; Xenophon, *Memorabilia*. Grammar and Prose Composition.