

THE INTERMEDIATE AND MEDICAL MATRICULATION.

To the Editor of the Canada School Journal :

DEAR SIR,—Will you kindly procure a final decision as to the meaning to be attached to the words in the declaration of the Medical Council: "Every one desirous of being registered as a Matriculated Medical Student must present to the registrar the official certificat of having passed the High School Intermediate Examination, with Latin included?" Will the authorities kindly explain whether this means: A.—That the intending matriculant must first pass that branch of the Intermediate Examination in which Latin forms an essential part? or, B.—That he must pass in (1) the French, or (2) the German, or (3) the Natural Science section of the Intermediate, and, in addition to passing any one of these, according to his choice, pass in the Latin prescribed for the same Examination? I observed that in the Canadian Almanac for 1882 Trinity College authorities are represented as interpreting the ambiguous declaration as meaning that the would be Matriculant may take his choice between passing the Intermediate Examination in the French or in the German section, and must then take the Latin for the Intermediate.

Is there any authority for omitting the Natural Science from the list of optional subjects, or is it not rather the intention that the student may elect to take (1) French, or (2) German, or (3) Natural Science, as prescribed in said examination, and is then under obligation to take the Latin also?

Upon this latter supposition which seems to be the natural meaning of the words, I would like to know why the Hon. Minister of Education may not amend the regulations so as to allow pupils to take the Intermediate Examination in Latin at the same time as they take examination in the French, German or Natural Science Department, according to their declared wish.

If there ever was any propriety in preventing a candidate from trying the examinations in two departments at one examination surely the rule may be relaxed in favor of pupils who may wish to matriculate in Arts, Law or Medicine. All that is necessary is to allot a different half-day in the Intermediate Examination to Latin from that on which the candidates may be taking the French, German and Natural Science. As at the last Intermediate Examination, French, German and Natural Science fell on one half-day and Latin upon another. I hope the regulation referred to will be amended, as I have suggested, previous to the next Intermediate Examination.

Yours &c.,

J. A. CLARK, H. S. SMITHS FALLS.

To the Editor of the Canada School Journal.

SIR,—As an instance of the practical benefit to be derived by teachers from perusing the JOURNAL, I wish to mention the method of Prof. Peaslee (as explained in the December number), which I have adopted in my school. For example, we spend five minutes every morning before commencing regular work in repeating the verse:

Hearts, like doors, will open with ease
With very, very little keys,
And don't forget that they are these:
"I thank you, Sir," and "if you please."

This, with the verse following, is sufficient for one, or in the junior classes, two weeks. The lesson to be thoroughly impressed on the minds of the pupils, may be deducing a prose maxim or two; for instance, the week following I give my class: "It is too often the case in this country that young people do not know how to be polite and respectful. To be polite means to be unselfish in heart, and to be kind and courteous to everybody. True politeness with refinement of manner marks the true gentleman and the true lady," &c.

This may be altered by the teachers to suit their respective classes in each division of a school. These prose morals or maxims should be short, clear, and as thoroughly Anglo-Saxon as possible, so that the youngest pupil may experience no more difficulty in mastering them than it has in learning the Lord's Prayer. Short but effective lessons can thus be given (with the aid of our standard Poets) in honesty, benevolence, temperance, and, in fact, in every subject comprised in the "Christian Morals" so strongly insisted on by many clergymen as being a necessary part of our Public School Programme. I believe that some such plan as this is calculated to improve the morals and manners of the average school-boy to a considerable extent.

Impoliteness is considered by many to be a matter of very little moment, and in this busy age is too often lightly passed over. Contempt for the human is sure to lead to indifference to the divine, and may we not seriously inquire whether much of the socialism, agnosticism, &c., of the present day may not be a natural sequence to the selfishness and disregard for the principles of true politeness so largely prevalent amongst the present generation?

TEACHER.

PARKDALE, January 28, 1882.

To the Editor of the Canada School Journal:

DEAR SIR,—Allow me to call attention to an anomaly in the regulations affecting candidates for certificates.

When a candidate for a First Class Certificate tries both the professional and the non-professional and fails in the latter, he is refused any information about the results of his work in the former, and must write at the professional again, even when his work is very good. If he is a Normal School student, good teaching in the Model School does not give any higher standing. But, if a candidate having very little experience in teaching, succeeds in passing the non-professional examination, he receives credit for it, which gives him an advantage in applying for a situation, and enables him to give his whole attention to reading for the professional. The tendency is to discourage experienced teachers who try to gain higher certificates, and to favor those who are fresh from the High Schools and do not trouble themselves about professional training. It is no wonder that there are no students in the First Division at the Norman School this term. Is there any good reason for attaching so much relative importance to the non-professional part of the work?

Thanking you for giving me the opportunity to make this enquiry,
I am, yours truly,

STUDENT.

We have received many letters commending our course in "lifting the veil" in the last number of the JOURNAL. We give the following as a sample:—

To the Editor of the Canada School Journal.

SIR,—I feel that the teachers of Ontario owe you a debt of gratitude for "lifting the veil" from the grasping "syndicate" who under the guise of independence have been attempting to throw dust in the eyes of the public in order to advance their own selfish interests. It has long been a matter of surprise to me that any one could be deceived by the pretence of G. Mercer Adams and the small ring of publishers and High School Masters whose tool he is. I hope you may complete the work you have so well begun. You will have the sympathy of the great body of teachers in doing so.

Yours &c.,

HIGH SCHOOL MASTER.