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**Articles : Original and Selected.**

**LATIN PRONUNCIATION. \***

BY ROBERT M. HARPER, B.A., LL.M., QUEBEC.

Not so very many years ago, a teacher of the classics dismissed the subject of Latin pronunciation in this way: "Every modern nation," he told his students, "pronounces Latin as it does its own tongue. Thus there are divers methods of pronunciation. This diversity would be inconvenient if Latin were a general medium of verbal intercourse. At one time it was so, and then there prevailed one recognized manner of pronunciation." Since the time, however, when the matter of Latin pronunciation could be thus summarily disposed of, and students were satisfied to use a system of pronunciation analogous to that used in pronouncing their mother-tongue, things have in some measure changed. Since then Latin scholars have evolved, after a great deal of laborious research and comparison, a system of pronunciation which, according to the best classicists, gives us in a more or less perfect degree, the Latin sounds as they were produced by the ancient Romans in using their own language. This new old method of verbal expression, which is called the Roman or Latin method, has been very generally accepted and is being used in an increasing number of our higher institutions of learning.

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\* A paper read before the Annual Convention of the Association of Protestant Teachers, held in Montreal, October, 1897.

Its introduction into the various colleges has, by the reaction of the university on the school through the graduate-teacher, made its acceptance or rejection by the school compulsory on those who have the authority to make selection. As yet this selection lies with the teacher. The powers that be have made no pronouncement on the matter other than indirectly through the authorized textbooks. Of these, the ones which advocate the Roman method of pronunciation, like Collar and Daniell's, also provide for the English method. In other words, still another minor problem has been created for the teacher to solve: "What method of Latin pronunciation shall be used in the schools?"

In opening the discussion of this question, I think I may safely predict that it will be limited to an examination of the respective worths of the English and the Latin or Roman methods of pronunciation. The other systems we sometimes hear spoken of, like the Continental and the Italian, will hardly enter into competition with these two; and hence the question we have before us may be put anew and in this form: "Should the Roman or the English method of Latin pronunciation be used in our schools?"

The best solution of the problem will, I think, be found in the answer to this other question, "Why does Latin form a part of the ordinary school curriculum?" I use the term "school curriculum" advisedly, for we should, in approaching this matter, differentiate between the school and the university.

Is Latin taught in our schools because it is an excellent "discipline" study? because it is, as someone has said, a "perfect" language? because it makes smooth the rough places for the pupil struggling with the intricacies of English grammar? because it is the key to some of the richest treasures in the world's literature? because it gives an introduction to professional studies and is a valuable aid in mastering their technicalities? To each of these the answer must be, yes—with a limitation. These are all good reasons for the retention of Latin as an important part of the well-conceived course of study; but they do not indicate the real, the all-important end to be attained by the study of Latin. It is because of the influence it exerted on the development of English as a language; it is because a knowledge of it conduces, or perhaps is essential,

to a thorough and accurate knowledge of our mother-tongue, that we plead for its continuance on the curriculum, and should be, one and all, sorry to see any determined movement on the part of a modern language to oust it from its lawful place. "If," as the teacher of Latin already referred to has said, "you are familiar with the two elements of English (the Saxon and the Latin) you possess the means of knowing and writing English." This idea has been developed by Dr. Harris in an article published in one of his more recent reports, where he draws attention to the value of Latin as a school study, as furnishing "the root words to that part of our vocabulary which is more especially the language of thought and reflection." "Hence," he says, "it happens that even a little study of Latin makes a great difference in the grasp of the mind as regards generalization and principles. Without Latin the trope and metaphor underlying the abstract terms necessary to express all elevated sentiment or thought in English, and more specifically all scientific results, is not perceived nor felt. Such trope or metaphor is the basis of abstract terms, and hence the latter have been called 'fossil poetry.' To gain command of the resources of a language one must revivify this poetic element, must acquire a feeling of the trope and metaphor which it contains."

Not only this, but Latin embodied as it is in the English language, is as much the medium of intercourse between learned and cultured men *now*, as it was when scholars and courtiers used the language of ancient Rome to express their ideas and opinions. You have all heard the wail, "Oh, Latin is a dead language, and I don't see why my boy or girl should be asked to learn it." There is an element of truth—a very small element of truth—in the statement that Latin is a "dead" language. As a self-contained, self-sustaining means of thought-expression, it is now practically "dead;" but at the same time, and in an important sense, it is very much alive. It lives in our own language and makes its vigorous transmitted life apparent in every sentence we utter. A little inspection will reveal the fact that a very large proportion of the words used in everyday conversation are of Latin origin, and the proportion becomes greater as the conversation becomes more cultured. What I have just tried to make

plain is very well set out in this quotation from an article published in the report of the United States Commissioner of Education for 1892-93:

“ I would have children at the age of ten or eleven years commence the study of that language which, in the fields of persuasion and philosophy, of literature and law, is so largely the progenitor of the English—the incomparable Latin. This is the international arsenal out of which men in all ages have taken the weapons of words, with which they have fought the battles of all genuine culture. Latin is the carboniferous age in its relation to modern thought. We heat our firesides now by the consumed and adapted sunlight of Paleozoic times, so the light of modern literature and law comes from the intellectual sunlight that warmed the souls of the great masters of Greece and Rome. Side by side in daily study the two languages should be pursued, the Latin constantly illuminating the English, and making the study of our native tongue more and more a delight, therefore more and more fascinating; and as an inevitable sequence, more and more profitable.

“ It cannot be controverted that Latin, as some one has recently written, is the most valuable and loyal handmaid in securing that accurate and discriminating use of the English language which is the sign and seal of the educated and cultured. I therefore deprecate the force and fervour of that movement, now gathering strength, which will permit some modern language to usurp the place which rightly belongs to Latin, and for which there is no adequate alternative.”

I may have laid myself open to the charge of evading the real question at issue, in what I have so far said, but I think I can justify myself, for in the answer I have tried to give to the question, “ Why has Latin a place in the school curriculum ? ” lies the solution of the other problem, namely, the selection of a method of Latin pronunciation.

If we teach Latin on account of its influence on the development of our own language and because it is of incalculable value to the child in getting a thorough working mastery of his mother-tongue, then it is not hard to see which method of pronunciation is best adapted to the object in view. The Roman method is no doubt interesting—to the scholar, to the antiquarian, to the enthusiastic searcher after historical truth; and we owe a debt of

gratitude to the men whose diligent labours have thus restored to us the pronunciation of the ancients. But will this improved method of sounding vowels and consonants in a way strange to English ears be of any assistance to us in making Latin the "handmaid" of English?

Even if it be not true that the approach to the true pronunciation of Latin furnished by the Roman method is "so far away that were Cicero—I beg his pardon—were Kikero to come to life again and hear some of us at this *near* pronunciation, he would either not be able to understand us or immediately die of an apoplexy of chagrin or laughter;" that the introduction of the Roman method into our schools would and could have no other effect than to uselessly disturb the existing condition of things; that there is an evident lack of internal uniformity in the pronunciation which results from an adoption of this method; that there is something in the rumour that some of the advocates of the Roman pronunciation have now an inclination to recede from the stand taken so confidently by them a few years ago; even if these things be *not* true, there is a better argument than is to be found in any of them against the use of the Roman method of pronunciation in our schools. It is this: Will it help us to make the most educational capital possible out of the analogies between the two languages—Latin and English? Will the person who hears the English word *Ciceronian* understand its significance as well if he has been taught that the Roman orator was called *Kikero*, as he would if, like most of us here, he knew of him as Cicero? Will he as readily grasp the meaning of the expression, "So-and-so is a very Cræsus" if he has never heard of the Lydian king except as *Kroisoos*? Or take almost any word derived from the Latin. For instance, will the child who is acquainted with the Latin noun *vigil* or the one who has only heard of *wiggle* get the better conception of the English word *vigil*, or the more readily understand the poet when he says, "So they in heaven their odes and *vigils* tuned"?

My examples may not be the best that might have been used to illustrate my meaning; but I think they will suffice to show that in selecting our method of Latin pronunciation we should, if we understand aright why we teach Latin at all, choose that one which gives the greatest

possible help to the student in tracing the shades of meaning of the words he uses, and throws the fewest possible obstacles in the way of his seeing, with as little effort as may be, the "trope and metaphor" just mentioned. As that is what the English method does for the student, we should do our best to foster its adoption—or, I should rather say, its perpetuation—in all our schools. It should be used in the school even though the Roman method be universally adopted by the college.

As I have already hinted, a distinction is to be made in discussing this matter, between the university and the school. The education of the individual, taking it from its earliest stage, is, in a sense, a process of selection or contraction, going from the *general*, as embodied in the all-embracing (sometimes too much embracing) common school curriculum, to the *special*, when the faculties are to a great extent turned in one direction, that is, towards the particular calling or profession. In this peculiar sense, we may regard matriculation as one of these contractions. Not all of those who attend our schools pursue following an academic college course, just as not all of those who take such a course prepare themselves for one and the same profession. So not all of our pupils are going to make a special study of Latin as a language unit; but all of them, without exception, are going to feel the benefit, unconsciously it may be, of their Latin studies, reflected in their increased and more intimate knowledge of their own language. This is my reason for saying that even though the university adopts the Roman pronunciation, the school should adhere to the English method.

But, you will say, this is a strange way to plead for uniformity, to set the school against the college, and I confess there seems some reason for the remark. You will bear in mind, however, that any uniformity we may have must not be obtained at the expense of the child's best interests; and besides, that we are not so anxious for an international uniformity or even a national uniformity of Latin pronunciation, as a *school uniformity*. And if the benefit to be derived by the student from the use of the English method of pronunciation is greater than can be derived from the adoption of the other; if his mastery of his own language is facilitated thereby; then let the *school uniformity* be along the lines I have indicated.

## Editorial Notes and Comments.

THE authorities of McGill University have issued a circular giving supplementary information concerning first year entrance exhibitions, the examinations for which will be held next September. There will be twenty exhibitions in all, ranging in value from sixty dollar. to two hundred dollars each. Two are open to men only, and three to women only, the rest being open to all. Twelve exhibitions of sixty dollars each are open for competition to residents of any part of Canada except the Island of Montreal. Full information regarding subjects of examination, etc., may be had on application to the Secretary of the University.

—THE *Montreal Witness* draws attention to the fact that Canada has as yet no accepted national song; and proposes to encourage the production of such a song by means of a competition, the terms of which will be gladly sent on application. The *Witness* says: We doubt if a national song can be produced by the method we propose, but we know of no other. Poets sing because they must, and it is their most spontaneous notes that trill the sweetest. Of a good song it might almost be said, *Nascitur non fit*—it is born, not made—so utterly artless is it. The anthem, "God Save the Queen," which holds its own above all others for Britain, was not the deliberate effort of a genius; it is an evolution of history. We doubt if a literary critic would ever have given a prize to either it or "Yankee Doodle." Hinting thus what are the conquering qualities in a song, we propose to offer a prize for the best Canadian patriotic song sent us before the first of May. We shall put no trammels upon its construction, but we may say that eight stanzas would probably kill the best song. It is not necessary to go over the rose, thistle and shamrock, nor to mention our mountains, mines, prairies, rivers, farms and cities. This line has been followed so often with unsuccess that he will need to have a peculiarly delicate touch who seeks it again.

—"WHILE without doubt," says the *Teacher*, "the standards of the profession of teaching are advancing and the teacher occupies daily a more important place in public estimation than ever before, yet there is no question but that there is a lurking popular contempt for the teacher. The cause of this is in part due to the fact that grown-up



people, as a rule, remember most distinctly those features of their school days in which their teachers played an undignified role. The devotion, the self-sacrifice, made by teachers are not appreciated, because children do not note these things, although they will always remember the occasions when their teachers behaved foolishly, unjustly or with lack of dignity. This being the case, it becomes all the more important for teachers as a class to conquer the good opinion of grown-up people, no less than to win the affection and respect of children. Yet how little systematic effort is made by teachers to reach, impress and conciliate the public, that can scarcely veil the contempt which it feels for the profession of teaching. A good many teachers are lumpish individuals, who never subscribe to an educational journal, nor belong to any educational association, because they cannot see that it pays dollar for dollar. A still larger class, however, while doing their full duty in this direction, utterly fail to appreciate the fact that there is a vast social life outside the profession, and that it is a duty to mix with it, to share in it, quite as much as it is to read about it. The club life, the literary and social life of a big city or town will show that the teacher participates in them but to a slight extent. And yet teachers should be leaders in their communities. They can be leaders if they will."

—THE *New York World* asks editorially, "Who is the 'dull boy'?" and answers: "To the Greek professor he is the boy who cannot learn Greek. To the professor of mathematics he is the boy who cannot learn calculus. To the whole literary or classical faculty he is the poor fool whose brain will only absorb facts of physics and chemistry. To the witty man he is that awful creature who sits solemn over the latest joke or epigram. To the serious man he is the laughing jackass who persists in treating life as a comedy. In brief, the 'dull boy' is the square peg whom somebody is trying to fit into a round hole."—*Exchange*.

—ONE of the excuses sometimes offered for the use of words which are either slang, pure and simple, or border upon it, is their expressiveness. Perhaps that is why the editor of one of our educational exchanges exhorts his readers to "Slick up the school yards." It is such practical and valuable advice, to which there really seems to be nothing to add, that we feel tempted to repeat the expression used by our confrère. In any case, see that the school

premises are cleaned and tidied just as soon as possible. Don't wait till the summer holidays begin.

### Current Events.

FROM the twenty-seventh annual report of the Mackay Institution for Protestant Deaf-Mutes and the Blind, Montreal, it appears that the institution has had another successful year. There were sixty-one pupils in attendance, thirty-seven of whom were boys. Five of these were in the department for the education of the blind, who were taught reading, spelling, writing, geography, arithmetic and history, and instrumental and vocal music. The examiners in their report expressed themselves well pleased with the result of their inquiries. They were particularly struck with the good handwriting and correct spelling of the pupils, attainments which pupils of other schools often fail to reach. In the class for the blind, the reading of the pupils in raised lettered books was done with considerable ease and fluency; difficult sums in arithmetic were correctly worked on a device which is as ingenious as it is simple. Music also receives attention in this department, one of the pupils being able to read music copied by himself with a machine devised for that purpose.

—ONE who was long engaged in teaching in this province has just passed away in the person of the late Professor Darey. Pierre Jacques Darey was born in France over seventy years ago, and since coming to this country taught French in the McGill Normal School, becoming subsequently in 1860, professor of that language in McGill University. He retired from active work in 1895 and died in Ottawa where he had been residing for some time.

—AT a recent meeting of the Executive Committee of the Corporation of Dunham Ladies' College, a very satisfactory financial report for the Michaelmas and Christmas terms was presented. The lady principal's report was also approved of. At his last visit of inspection, Dr. Harper expressed himself as being very favourably impressed with the progress that was being made by the institution. The closing exercises in connection with the college will take place on the 9th of June next.

—THE new superintendent of the school system of Greater New York, one of the greatest school systems in the world, is Dr. William H. Maxwell, who was elected to the position on March 14th. He will have the supervision of eight thousand teachers and nearly half a million pupils, and will receive a salary of eight thousand dollars a year. Dr. Maxwell was born near Stewartstown, County Tyrone, Ireland, in 1852. His father was a Presbyterian minister. He entered Queen's University in 1869 and received the degree of M.A. in 1874. From 1872 to 1874 Dr. Maxwell taught in the Victoria College for women in Belfast and also in the Royal institution. In 1874 he came to America and entered the field of journalism, eventually becoming managing editor of the *Brooklyn Times*. In 1880 and 1881 Dr. Maxwell taught school and delivered lectures in the evening high schools of Brooklyn, and in 1882 he was elected associate Superintendent of Public Instruction. His term expired in 1887, but the next year he was appointed Superintendent, which place he has retained until the present time. He is an advocate of the higher education, the kindergarten system and manual training. Dr. Maxwell introduced some years ago in the New York State Council of Superintendents a resolution which led to the introduction in the legislature of the bill once vetoed by Governor Hill and once by Governor Flower and finally signed by Governor Morton which requires that all teachers licensed or appointed in the elementary schools of the cities of New York State must have been graduated from a high school and from a school for the professional training of teachers or from institutions of equal or higher rank.

—THE Scotch universities are seriously declining in the number of students. Since 1892 there has been a decrease of over one thousand. The increasing rigour of examinations, and the growth of medical schools in England, may account for this fact, which is more to the credit of Scotland's universities than to their discredit.—*Exchange*.

—THE state superintendent of California has made the statement that there are at the present time 1,200 certificated teachers unable to secure positions. Instances are by no means rare in which from fifty to one hundred teachers applied for a single position.

—THE annual report of the school committee of Boston for 1897 shows the following facts. The number of school children between the ages of five and fifteen was 81,947; of these 61,850 attended public schools and 12,272 attended private schools. The number of regular schools was 658; special, 20. Regular teachers, 1,681; special, 229. The cost per pupil, \$26.07, being twenty-eight cents more than last year.

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

## **THE LITERARY OBLIGATION OF THE TEACHER OF ENGLISH.**

BY FREDERICK WILLIAM COBURN.

If the results of composition work in the secondary schools are unsatisfactory, the non-professional character of the teaching may probably be assigned as one of the chief causes. A person chosen to teach music is ordinarily supposed to be able to play and sing better than a mere amateur. A teacher of drawing, who gave up all his spare time to admiration of the work of other men, never himself essaying to make pictures, would not be on the road to greatest success. The best results in imparting the principles of any art are obtained by the man who is himself master of the art. The mere critic, whatever the sweep of his mental horizon, cannot teach action so effectively as can the man of action.

The application of the generalization to English composition is easy. In the majority of our schools composition is taught by amateurs—professional teachers, if you like, but amateur literary craftsmen. Somebody has remarked that in the traditional American college the professor of English was invariably a gentleman who had never written ten lines that any one would read twice. The modern university has got away from that; its English department is apt to be a hotbed of literary production. The idea, however, is only now beginning to make itself felt in the lower schools, that the teacher to make pupils write is a person who writes.

The success of the English department at Harvard ought to be a constant inspiration to every secondary school in the country. Every freshman there comes to feel that he

is in the hands of professionals, of men whose business in life is to write. They give him the benefit of the experience that has led to their advancement. Whether or not he is to make literature his profession matters little ; he is given an insight into the workings of a great trade. Composition becomes to him a serious art ; in the preparatory school it was, according to his temperament, a grind or an amusement.

Young boys, as well as college students, love the professional flavour. The fact that their teacher writes, and gets paid for it, inspires confidence in him, and in his precepts. The spirit of emulation is aroused. These linguistic quibbles about *shall and will*, the *cleft infinitive*, and the rest no longer seem small ; they represent part of the literary equipment of the young writer who would get into print.

This consideration alone, that of the outward respect in which he is held, ought to keep the teacher of English at work. Far more important, however, than the attitude of the community without is the effect upon the man within, of an art seriously pursued. It is the struggle to express that avails. Only by the teacher who is himself at constant warfare with his medium, constantly forcing it to follow his dictation, can most ready help be given to the struggling student. If one builds up for one's self a consistent theory of style ; if one learns actually to draw in language ; if one learns to take one's art very seriously, one's self a little less so, then there is a certainty that one will be taken with a little seriousness by the young people at school.—*School Journal*.

STORIES FOR REPRODUCTION.—The following stories will interest the children and will be found valuable in connection with the class in composition :—

(I.) Two gentlemen were out shooting on a very hot day. They had with them a fine retriever dog. Towards the middle of the day they rested, and then went away, leaving their hats at the place where they had been sitting. In a short time they sent the dog back for the hats. They were too big to carry together, and for some time the dog seemed puzzled what to do. At last with its paw it pushed one hat inside the other, and then, taking up the two, trotted off to its master. On reaching him it laid down its burden and wagged its tail, evidently expecting to be praised for its cleverness.

(II.) A blind man met a lame man in a very bad piece of road, and asked to be helped out of it.

"How can I help you," said the lame man, "since I can scarcely drag myself along. I am lame, and you look very strong."

"I am strong," said the blind man, "I could go if I could see my way."

"Oh, then, we may help one another," said the lame man. "If you will take me on your shoulders I will be eyes for you and you can be feet for me."

"With all my heart," said the blind man. So taking the lame man upon his shoulders they travelled onward safely and pleasantly.

(III.) Once upon a time the elephant was a great favourite with the lion. All the beasts in the forest began to talk about it and wonder what reason the lion had for taking such a fancy to the elephant. "It is no beauty; it is not amusing, and it has no manners," they said to each other.

"If it had such a bushy tail as mine," said the fox, "it would not be so strange."

"Or if it had such claws as mine," said the bear. "But it has no claws at all."

"Perhaps it is the tusks, which the lion has mistaken for horns," said the ox.

"Is it possible," said the donkey, shaking its ears, "that you don't know why the elephant is so well liked? Why, I have known all the time. It is because it has such long ears."

A DIFFICULT PROBLEM.—Mr. A. H. Craig, of Mukwanago, Wis., U.S.A., writes as follows to the *School Journal*: When I was a lad of sixteen, I found in "Adams' Arithmetic" the following problem, which I offer to you for solution:—

Where shall a pole 120 feet high be broken so that the top may rest on the ground 40 feet from the base? Answer,  $53\frac{1}{2}$  feet.

This problem has repeatedly been declared by teachers and teachers' institutes impossible of solution by any clearly expressed form of arithmetic, and only an algebraic example.

Some years ago I put it in "Craig's Common School Question Book," and teachers from almost every state in the Union wrote to me for a solution, which I could not

give. During the summer of 1894, while Profs. Schuster, Hodges, and Kilpatrick were holding a summer school at Oconomowoc, Wis., I was invited to be present at various times. One day, while hearing a class in arithmetic, this example was presented to me for solution. As I was superintendent of schools at the time, I was somewhat embarrassed by not being able to comply, but was relieved by the united statement of the professors that it was one of the impossibilities.

I went home, determined to give it one more try. I did try. I got a principle evolved, and sat up until four o'clock in the morning to get it out. The next night I discovered a simple process of demonstration, and I can assure you that the problem can be solved and explained without any knowledge of algebra.;

I now offer you an opportunity to test your mental powers. If there is any point you do not fully understand, write me, and I will try and make it plain; but, my dear teacher, do not forget a stamp, as replies would be expensive to me. Again I assure you the problem is all right, and is easy of solution if you tap it in the right place. It is not a catch in any way, but just as I have explained. Give it to your advanced pupils. It will be good practice, even if they fail to get satisfaction by their own efforts. When you get the solution, copy it somewhere, for it is easily lost. I should be pleased to receive solutions.

How many readers of the RECORD can solve it?

SOLUTION.—The following is the solution of the arithmetical problem in the March RECORD, as given by the *Canadian Teacher* :—

Commencing at the end and working backward, we get this solution.

If the man spent \$1 more than  $\frac{2}{3}$  of what still remained, he necessarily must have left \$1 less than  $\frac{1}{3}$  of what still remained.

∴ \$1 less than  $\frac{1}{3}$  of what still remained is \$3.

Or  $\frac{1}{3}$  of what still remained is \$ 4

or  $\frac{2}{3}$  " " " " " 12.

Next, if he spent \$2 less than  $\frac{2}{3}$  of the remainder, he necessarily must have left \$2 more than  $\frac{1}{3}$  of the remainder.

∴ \$2 more than  $\frac{1}{3}$  of the remainder is \$12.

Or  $\frac{2}{3}$  of the remainder is \$10

or  $\frac{3}{8}$  " " " " " 16.

Again, if he spent \$2 more than  $\frac{1}{4}$  of his money, he necessarily must have left \$2 less than  $\frac{3}{4}$  of his money.

$\therefore$  \$2 less than  $\frac{3}{4}$  of his money is \$16.

Or  $\frac{3}{4}$  of his money is \$18

or  $\frac{1}{4}$  " " " " 24. Answer.

**MAP DRAWING**—Map drawing is a device for training pupils to see or to read maps. The first question for the teacher is this: What should a pupil be led to see in a map? The second question is: How should he be led to see?

First. Pupils should know the general shape of a continent; the general directions of the coastlines; the great peninsulas and arms of the sea that affect the climate of large natural regions; important commercial bays and harbors. They need not know the details of coastlines, which exert little if any influence over the life of the continent.

Finely finished maps, showing hundreds of details which are worse than worthless in the mind,—simply clogging the memory or crowding out the broader and more useful knowledge of general features,—might look pretty if they did not serve to remind us of a great waste of time and energy. Pupils should be trained to draw carefully such parts of a map as are worth remembering.

The following account of actual lessons may suggest a plan for teaching map drawing. (Pupils may work at the blackboard. If there is not enough blackboard room for the entire class, part can draw on paper.)

**FIRST LESSON.** *Teacher.*—"Turn to the map of North America. Draw a straight line showing the general direction of the northern coast."

"Look closely at the map and then at your line. Can you do better? Try again."

This work was repeated till the pupils could readily draw the line in the proper position.

*Teacher.*—"Draw a line showing the general direction of the east coast." This line was drawn again and again, till fixed in mind; then the pupils learned to draw a line for the west coast. No attempt was made to connect the three lines.

*Teacher.*—"Which is the longest line?"

*Pupil.*—"The west line is the longest."

*Teacher.*—"How do the north and east coast compare in length?"

*Pupil.*—"They are about equal."



*Teacher.*—"Now draw the three lines together, showing the general directions of the coasts."

"Compare with the map and try again." "Try once more." So the work went on till the pupils could readily indicate the general shape of the continent.

SECOND LESSON. *Teacher.*—"Study the map and then draw the general shape of North America, using three straight lines." (This was repeated three times in order to fix the shape in mind.)

"Now draw the northern coastline, as it appears on the map. Compare with the map and try to improve your drawing. Draw the north coast again."

"Practise drawing the east coast till you can draw it from memory."

"Draw the north and east coasts together."

THIRD LESSON. *Teacher* (after a review of lesson 2).—"Practise drawing the west coast. Study the map each time you draw."

"Now draw the entire coastline of the continent. Compare carefully with the map and draw again. Repeat till you can draw it from memory."

In teaching map drawing, no construction lines are needed except such as pupils *discover* in the relative directions of coastlines. These directions may easily be judged. The effort to discover and draw tends to fix the lines in memory.

The above lessons on North America will serve to illustrate one plan of training pupils to draw the outlines of the continents. The general shapes of South America and Africa can be shown by three lines. Australia is so simple that pupils can sketch it off-hand, without first indicating the general directions by straight lines. Europe and Asia may each call for four lines, though three serve very well.

The value in this work is in leading the pupils to *discover* for themselves the general directions of the coastlines.

If the class is to use the device of sand modelling, the mountains and streams can be shown on the raised sand maps and need not be taught by drawing; but if the sand table is not to be used, the pupils should draw the rivers and mountains. The *guide maps* on pages 178—80 of Frye's *Complete Geography* suggest the amount of details that a class may reasonably be expected to memorize.

These guide maps are based on several principles, among which are these: (1) The coastlines show the chief indentations and projections which affect the climate of large regions. (2) The rivers on the maps show where the principal slopes of the river basins meet. (3) The mountain ranges are those which form the chief divides between the large river basins. *Fry's Teachers' Geography Manual*. Ginn & Co.

**HAND BELLS.**—Hand bells in this glorious year of 1898! I fear, alas, that they have not all found a resting place in some secluded corner. Show me a teacher who uses a bell and I will tell you the spirit of her discipline. It is harsh and cold, the "demanding order" kind which in reality is no discipline at all.

On going into a room not long ago at the noon intermission, the teacher was found at her desk vainly trying to do some work amid the constant noise of unrestrained voices. At frequent intervals she would give not a gentle tap on the bell. The talking would cease about as long as the vibrations of the bell lasted, then would become louder than before. Growing discouraged in trying to relate to me some incident of the morning, with a scowl upon her face and fire in her eye, she rang the bell three or four times with a vim, and the children were sent out doors to stay until they could come in and be "quiet."

Was there anything in the clang of that bell to inspire quiet? Do you think that those children had been kindly and earnestly advised about being quiet when in the room and of the reasons for their being so?

Every teacher should have advanced with the times sufficiently to have relegated her bell to some dark corner in her cupboard. There is something radically wrong if at any time the noise in a room becomes so loud as to make an ordinary voice unheard. A teacher's gentle, earnest "A little more quiet, please", will prove much more effective, quieting and restful than the jarring sounds of a bell.—*School Education*.

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

[All Exchanges and Books for Review should be sent direct to the Editor of the *Educational Record*, Quebec, P. Q.]

The *Atlantic Monthly* for April has an article of special educational value "On The Teaching of English," by

Mark H. Liddell. Among the other contents are "Shall we still Read Greek Tragedy?" by Thomas D. Wright Goodell; "Personal Impressions of Björnson and Ibsen." by W. H. Schofield; the continuation of Gilbert Parker's "The Battle of the Strong" and the Contributors' Club.

The *Canadian Magazine* gives its readers a special Easter number for April. The matter contained in it is as varied as it is good. There are several Easter stories and poems and illustrated articles, two of the latter being on Art.

The April *Ladies' Home Journal* contains the beginning of Julia Magruder's new novel, called "A Heaven-Kissing Hill." It promises to be a most interesting story. Mrs. Alice Barber Stephen's full page Easter picture is another feature of the number. There are also four special pages devoted to flowers and home gardening.

The *Hesperian* for April-June shows no falling off in the crispness which characterizes Dr. DeMenil's western quarterly. Number 17 contains plenty of good matter and the editor's criticisms are as sharp as usual.

GREEN'S GREEK-ENGLISH LEXICON TO THE NEW TESTAMENT. Of this work it is hardly possible to speak in terms too laudatory. Small in compass, beautifully printed in clear and legible type, a perfect marvel, at the same time, of cheapness, since it costs only thirty-five cents, it yet contains every word found in the Greek New Testament, together with a supplement presenting additional words and forms to be found in one or other of the Greek texts in current use. Being virtually a revised and enlarged edition of the lexicon prepared for the Bagster's, by Greenfield, of British and Foreign Bible Society fame, its accuracy is guaranteed. Critical students of the New Testament will, of course, resort to the great lexicons of Robinson or Thayer, by the latter of whom the supplement of the work before us has been prepared. But, for the purposes of the ordinary student, this little volume will be found amply sufficient. The publisher, H. L. Hastings, 47, Cornhill, Boston, has conferred a boon upon all lovers of sacred literature.

### Official Department.

#### NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, on the 21st of February last (1898), to make the following appointments, to wit:

*School Commissioners.*

Bonaventure, Saint Etienne de New Carlisle.—Revd. Mr. Timothée Eugène Martin, to replace the Revd. J. Alphonse Belles-Isles, absent from the municipality.

Dorchester, Sainte Rose de Watford.—Mr. Joseph Lamontagne, to replace Mr. Joseph Gagnon, absent from the municipality.

Gaspé, Manche d'Epée.—Revd. Elzéar Roy, to replace the Revd. J. Perron, who has left the municipality.

Rimouski, Saint Marcellin.—Mr. Pierre Bouillon, to replace Mr. Pierre Tremblay, whose term of office has expired.

*School Trustees.*

Terrebonne, Sainte Thérèse.—Mr. Alexander Miller, continued in office, his term having expired; and Mr. James Lockhead, to replace Mr. Thomas Caughtry.

4th March.—To appoint the Revd. Mr. L. C. Tremblay, priest, school commissioner for the municipality of Saint Philippe de Néri, county of Kamouraska, to replace the Revd. Mr. A. Boissinot, who has left the municipality.

11th March.—To appoint Mr. Joseph Thibault, school trustee for the dissenting schools of the village of Saint André, county of Argenteuil, to replace Mr. Charles Langevin, absent.

12th March.—To appoint Mr. J.-Baptiste Provost, school commissioner for the school municipality of La Présentation, county of Saint Hyacinth, to replace Mr. Henri Larière, who has left the municipality.

1st April.—To appoint Mr. Napoléon Beaulne, school commissioner for the school municipality of "Côte Saint Joachim," county of Two Mountains, to replace Mr. François Baulne, deceased.

5th April.—To appoint Messrs. Hugh Downey, Thomas Costello, Joseph Bertrand, Charles Boisvert and Olivier Dufault, school commissioners for the municipality of Aberdeen, county of Pontiac.

6th April.—To appoint Mr. Napoléon Morelle, school commissioner for the municipality of Saint André, county of Bagot, to replace Mr. Salomon Lambert, absent.

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