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Vol. II. No. 7.

JULY, 1882.

{ \$1 per annum.
10 cts. per No.

THE
EDUCATIONAL RECORD

OF THE

PROVINCE OF QUEBEC,

PUBLISHED MONTHLY, UNDER THE AUTHORITY OF THE PROTESTANT COMMITTEE OF
THE BOARD OF EDUCATION, AND CONTAINING THE OFFICIAL
ANNOUNCEMENTS OF THE BOARD.

EDITED BY R. W. BOODLE

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1882.

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THE
EDUCATIONAL RECORD
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PROVINCE OF QUEBEC.

No. 7.

JULY, 1882.

VOL. II.

PROCEEDINGS OF THE PROTESTANT COMMITTEE OF
THE COUNCIL OF PUBLIC INSTRUCTION.

EDUCATION OFFICE, Quebec, May 31st, 1882.

Which day the quarterly meeting of the Protestant Committee of the Council of Public Instruction was held. Present: The Lord Bishop of Quebec, Chairman; Dr. Cook, Dr. Dawson, the Hon. James Ferrier, E. J. Hemming, Esq., D.C.L., Dr. Mathews, and the Hon. Gédéon Ouimet, Superintendent of Public Instruction.

The minutes of former meeting were read and confirmed.

A Resolution passed at last meeting in regard to Returns from Protestant Elementary Schools throughout the Province was again discussed, and the Hon. the Superintendent of Public Instruction was respectfully requested to have said Returns made in accordance with directions contained in a circular to Inspectors issued by the Committee in 1877.

After some discussion it was unanimously resolved:—

“That the List of Approved School-books be reprinted in the EDUCATIONAL RECORD, and that a thousand extra copies of the List be ordered for the use of this Committee.”

The Hon. the Superintendent of Public Instruction reported that a Protestant Board of Examiners for the County of Pontiac had been appointed, and that Messrs. Gage & Co.'s new English School Readers had been sanctioned by the Government, as recommended by the Committee.

On motion of Dr. Cook, seconded by Dr. Mathews, it was unanimously Resolved:—

“That the Sub-committee on the School-law be requested to prepare and submit to this Committee at its meeting in September a draft of the amendments required in the School Law in so far as it relates to Protestant Schools and other Educational Institutions.

That said Sub-committee consist of Dr. Heneker, Dr. Church and Dr. Dawson, and shall have the assistance of Mr. Weir, the Secretary of the Committee.

That the Superintendent be requested to place at the disposal of the Sub-committee the services of the Protestant Secretary of the Department.”

The Sub-committee on the EDUCATIONAL RECORD reported progress, and asked leave to meet again.

It was unanimously resolved:—

“That the Superintendent be requested to confer with the Government with a view to securing an additional grant of \$250 for the EDUCATIONAL RECORD.”

A letter from the Rev. Thos. Ball, Maple Grove, in regard to the Model School there, was read, and its consideration deferred till next meeting.

The consideration of an application from Waterville, Compton, to have the School there constituted a Model one was also deferred till next meeting.

A letter from the Rev. A. A. Allen, Rector, Clarenceville, in regard to the payment of grant from Superior Education Fund to the Public Model School there was referred to the Hon. the Superintendent of Public Instruction.

In answer to a letter from Mr. James R. Beatty, Secretary-Treasurer, *pro tem.*, St. Lambert School Commissioners, in regard to a difficulty in the management, in present circumstances, of the Model School there, the Secretary was directed to say, that the Committee see no other way out of said difficulty than by seeking an alteration of the present special Act, either through the member for the County, or in any other way, that seems likely to gain the object sought.

A petition from Mr. F. J. Bamford, Principal of the Dunham Academy, together with testimonials in his favor was referred to the Hon. the Superintendent of Public Instruction, and His Lordship, the Chairman.

A letter was read from Mr. H. Hubbard, Secretary, Board of Examiners, Sherbrooke, stating that the Rev. Archibald Duff, D.D., had been appointed President of said Board of Examiners, Sher-

brooke, in room of W. R. Doak, Esq., deceased, and recommending that the Rev. Isaac Brock and Henry D. Lawrence, Esq., both of Sherbrooke, be appointed members of said Board of Examiners, to fill the vacancies at present existing in said Board. The Hon. the Superintendent was requested to recommend the Government to appoint the aforesaid Rev. Isaac Brock and Henry D. Lawrence, Esq., members of the said Board of Examiners, Sherbrooke.

A petition from the Trustees of the Cowansville Model School asking that said school be constituted an Academy was read and its consideration deferred till next meeting in September.

A letter was read from Mr. John Legrand, intimating his resignation as a member of the Protestant Board of Examiners, Bonaventure. The Secretary was instructed to write to the Chairman of the said Board of Examiners, Bonaventure, requesting that said Board nominate another suitable person in room of Mr. John Legrand.

The Hon. the Superintendent of Public Instruction, stated that nothing further had been done in regard to the arrears of Marriage License Fees. The Hon. Mr. Ferrier and the Hon. the Superintendent of Public Instruction were requested to take the earliest opportunity of bringing the question of said arrears of Marriage Licence Fees under the notice of the Dominion Government with the view of said arrears being paid over to this Committee as soon as possible.

On the motion of Dr. Dawson, seconded by Dr. Cook, it was unanimously Resolved:—

“That, since it appears from the census that 1,611 persons return their religion as Jews, Pagans, “other denominations,” and “no religion,” and since there is reason to believe that the said persons depend on the Protestant Schools for education, it be a request to the Government through the Superintendent of Education that these persons be added to the Protestant-lists.”

The accounts, with vouchers submitted by the Secretary, were examined and found correct. The balance to date in the Bank of Montreal being \$368.25.

The Secretary's contingent expenses for the past quarter amounting to \$11, were ordered to be paid.

It was agreed that, if any of the days appointed for the quarterly meetings, viz., the last Wednesday of February, May, August and November fall on a legal holiday, said meeting should be postponed till the following Wednesday.

It was further agreed that the August meeting be postponed till Wednesday the 13th September.

There being no further business, the Committee adjourned to meet on Wednesday, the 13th September next, or earlier if necessary, on the call of the Chairman.

GEORGE WEIR, *Secretary*.

ROYAL SOCIETY OF CANADA.

The inaugural meeting of the Royal Society was held in the city of Ottawa, May 25th, 26th and 27th, under the patronage of the Governor-General. We have already in a previous number (March, 1882, p. 125,) re-printed the list of the Presidents of Sections. The following is a complete list of the actual members of the Society:—

I. FRENCH LITERATURE, HISTORY, ARCHÆOLOGY, &c.

- Bégin Abbé, D.D., Laval University, Quebec.
 Bois Abbé, Maskinongé, Quebec.
 Bourassa Napoleon, Montreal.
 Casgrain Abbé, Docteur ès Lettres, Rivière Ouelle, Q.
 Chauveau Hon. P. J. O., LL.D., Docteur ès Lettres, Officier de l'Instruction Publique de France, Montreal.
 De Cazes Paul, Quebec.
 Dunn Oscar, Quebec.
 Fabre Hon. Hector, Quebec.
 Faucher de St. Maurice, M.P.P., Membre de la Société des Gens de Lettres de France, Quebec,
 Fréchette Louis E., LL.D., Juré de l'Académie Française, Montreal.
 Le Gendre Napoleon, Quebec.
 Le May, Pamphile, Librarian of Quebec Legislature, Quebec.
 Le Moine J. M., President of Quebec Literary and Historical Society, Quebec.
 Marchand Hon. F. G., St. Johns, Quebec.
 Marmette Joseph, Quebec.
 Routhier Hon. Judge, Docteur ès Lettres, Quebec.
 Sulte Benjamin, Ottawa.
 Tanguay Abbé, Ottawa.
 Tassé Joseph, M.P., Ottawa.
 Verreau Abbé, Docteur ès Lettres, Officier de l'Académie de France, Principal of Jacques Cartier School, Montreal.

II. ENGLISH LITERATURE, HISTORY, ARCHÆOLOGY, &c.

- Bourinot John George, B.A., F.S.S.; Clerk of the Commons, Ottawa.

- Bucke R. Maurice, M.D., London, Ont.
 Dawson Rev. Æneas McDonell, Ottawa.
 Denison Lt.-Col. G. T., B.C.L., Toronto.
 Grant Very Rev. G. M., D.D., Principal of Queen's College, Kingston.
 Kirby William, Niagara.
 Lesperance John, Montreal.
 Lindsey Charles, Toronto.
 Lyall Rev. W., LL.D., Prof. of Logic and Metaphysics, Dalhousie College, N.S.
 Murray George, B.A., Senior Classical Master, High School, Montreal.
 Murray Rev. J. Clark, LL.D., Prof. of Logic, etc., McGill College, Montreal.
 McColl Evan, Kingston.
 Reade John, Montreal.
 Sangster Charles, Ottawa.
 Smith Goldwin, D.C.L., Toronto.
 Stewart George, Jr., Quebec.
 Todd Alpheus, C.M.G., LL.D., Librarian of Parliament, Ottawa.
 Watson, J., M.A., LL.D., Prof. of Mental and Moral Philosophy, Queen's University, Kingston.
 Wilson Daniel, LL.D., F.R.S.E., President of University College, Toronto.
 Young G. Paxton, M.A., Prof. of Logic and Metaphysics, University College, Toronto.

III. MATHEMATICAL, PHYSICAL AND CHEMICAL SCIENCES.

- Baillargé C., C.E., Quebec.
 Bayne Herbert A., Royal Military, College, Kingston.
 Carpmael C. H., M.A., Supt. Meteorological Service, Toronto.
 Chapman E. J., Ph. D., LL.D., Prof. University College, Toronto.
 Cherriman Prof. J. B., M.A., Supt. of Insurance, Ottawa.
 Deville E., C.E., Dominion Surveys, Ottawa.
 Dupuis N. F., M.A., F.R.S., Professor of Queen's College, Kingston.
 Fleming Sandford, G.M.G., C.E., Ottawa.
 Fortin P., M.D., M.P., Montreal.
 Girdwood G. P., M.D., Professor McGill University, Montreal.
 Gisborne F. W., F. Tel. Inst., Electrician, Ottawa.
 Haanel E., Ph. D., Professor Victoria College, Cobourg.
 Hamel V. Rev. T. E., M.A., Quebec.
 Harrington, B. J., B.A., Ph. D., Professor McGill College, Montreal.
 Hoffmann G. C., F. Inst. Chem. Geological Survey, Ottawa.
 Hunt T. Sterry, LL.D., F.R.S., Montreal.
 Johnson A., LL.D., Professor McGill College, Montreal.
 Loudon J. T., M.A., Prof. University College, Toronto.
 McFarlane T. M. E., Actouvale, Q.
 McGregor J. C., M.A., D. Sc., F.R.S.E., Professor Dalhousie College, Halifax.

IV. GEOLOGICAL AND BIOLOGICAL SCIENCES.

- Bailey L. W., M.A., Ph. D., University of New Brunswick, Fredericton.

Barnston George, Montreal.

Bell Robert, M.D., C.E., F.G.S., Asst. Director Geological Survey, Ottawa.

Dawson G. M., D.S., A.R.S.M., F.G.S., Asst. Director Geological Survey, Ottawa.

Dawson J. W., C.M.G., LL.D., F.R.S., Principal of McGill College, Montreal.

Gilpin Edwin, M.A., F.R.S., Inspector of Mines, Halifax, N.S.

Gilpin J. Bernard, M.D., F.R.C.S., Halifax.

Grant J. A., M.D., F.G.S., Ottawa.

Honeyman Rev. D., D.C.L., Museum, Halifax.

Jones J. M., F.L.S., Halifax.

Lafamme Rev. Prof. J.C.K., D.D., Laval University, Quebec.

Lawson Prof. G., Ph. D., LL.D., Dalhousie College, Halifax.

Macoun J., M.A., F.L.S., Prof. Albert University, Belleville.

Matthew G. F., St. John, N. B.

Murray Alexander, C.M.G., F.G.S., Director of Geological Survey of Newfoundland.

Osler W., M.D., Montreal.

Saunders W., London, Ont.

Selwyn A. R. C., LL.D., F.R.S., F.G.S., Director of Geological Survey, Ottawa.

St. Cyr D. N., Quebec.

Whiteaves J. F., F.G.S., Geological Survey, Ottawa.

Wright R. Ramsay, M.A., B. Sc., Prof. of University College, Toronto.

THE DISCIPLINE OF THE SCHOOL.*

BY HIRAM ORCUTT, LL.D.

(Continued from p. 245.)

POWERS DEVELOPED BY EDUCATION.

But the relation of recitation to study is not its most important use. All that is practical in education, in every department of life, is developed by recitation. The power of action, no less than the power of expression, is gained by this alone. The child learns to walk and talk by walking and talking. The mechanic learns to use his tools by using them. He could never gain the power to build a house, construct an engine, manufacture a watch by reading or hearing lectures upon the subject. In each department he learns his trade by reciting. The skilled musician has gained his wonderful ability to use the voice and the instrument by years of patient recitation. The statesman and orator whose eloquence moves the senate and attracts the attention of

*Reprinted from a circular issued by the Bureau of Education, Washington, D. C.

admiring nations has gained his power to influence by the practice of oratory. And so the art of easy, graceful and intelligent conversation and elegant composition is acquired by conversing and writing. These examples drawn from the theatre of busy life serve to illustrate the relative importance of school recitation and indicate the manner in which it should be conducted. I come, then, to consider—

10. *The discipline of instruction.*—I will here distinguish between instruction and recitation. The former is the business of the teacher; the latter belongs exclusively to the scholar. The object of the one is to impart information, induce study, and awaken thought; the object of the other is to express the thoughts which the scholar has acquired by study, observation and reflection. School instruction serves, as has been suggested, to render acquired knowledge more definite and conceptions more vivid, and cultivates the power and habit of expression. And all these exercises—study, recitation, and instruction—have one common end to accomplish, viz., discipline.

In speaking further of the discipline of instruction, I should consider the different methods which have been adopted.

NATURAL METHOD OF TEACHING.

Primary instruction will first occupy our attention. The untrammelled child in the nursery has a happy way of acquiring knowledge and discipline. His home, the little world in which he lives, is now his school. The domestic animals his playmates, and his toys occupy his attention and awaken his interest. His mind is fully alive to every object his eyes behold. Observe, now, the natural process of learning, and from this learn the natural method of instruction. First the object, then its name, and finally its nature and uses. The child never deals in abstractions, nor troubles himself by unnecessary elements of which that object is composed. He cares nothing for the etymology of the name, nor the sounds which, combined, give it expression. He knows it at sight, and can speak it without hesitation. Its utility he now discovers, and values it only as he can turn it to some practical account.

Now transfer that child to the school room, and common sense teaches that the object and word method of instruction must be continued in distinction from the alphabetic. The word method begins with the words found in the book, and the child learns to read

correctly and fluently a hundred pages in "Webb's First Reader" before he is expected to know the name or sound of a single letter. But something more is here contemplated than learning words—first, the picture and then the object, if it is at hand, and then the name, with its meaning and use. The thing before the sign is the rule in teaching by this method, even with familiar objects. Particles and connectives, and other words not represented by objects, should be learned with this meaning, so as to be recognized at sight. Words descriptive of color and actions should be illustrated by examples. When spelling comes to be taught with reading, and the alphabet to be learned, it should be by the analysis of the words found in the reading lesson, instead of the old method found in the A B C's and spelling columns of unmeaning words from the spelling book. By this method the child knows the word at sight. As he knows the object which it represents, he can speak it without hesitation or drawling; he knows the meaning of every word in the lesson, and is able to read as he would talk; he avoids the use and vexation of unmeaning symbols, which serve only to create disgust and contempt for both books and school. And as the child's education advances the same method of instruction should be carried into all departments of study. Defining and explaining should, as far as possible, be done by the use of objects, and should be extensively practised in spelling and reading and in every other department of the school.

METHOD OF TEACHING ENGLISH.

The study of our own language by the use of the English dictionary should be encouraged and required of all. In teaching spelling, punctuation, and the use of capitals, the attention of the scholar should be directed to the printed page. He will there see correct forms and usage, and thus acquire the habit of criticism and correctness in practice. Why these capitals are so used should be explained, and what variations of the voice the punctuation marks indicate should be illustrated by the teacher's voice.

VALUE OF WRITTEN COMPOSITION.

And while dealing with the thoughts of others, the scholar should be taught to express his own on slate or paper as soon as he is able to write. This department of composition, though the most neglected, is the most important of all. Hence, the teacher should give it special and frequent attention, at every stage of

instruction, that his pupils may learn to express themselves in an easy and graceful manner.

DANGER OF TEACHING BY QUESTIONS.

The three methods of instruction now claim our attention. The more common is by *questioning*. Many teachers know of no other way, and some have so little knowledge of the subjects to be taught that they demand to have questions prepared for themselves as well as for their pupils. And bookmakers, quick to observe the condition of the market, often line the margin of their books with leading questions to be used in study and recitation. This is all wrong and one of the indications of the superficiality of the age. The tendency in all departments of learning is to skim the surface and to remove the necessity of thoroughness. Questioning is not the best method of instruction, nor can it be safely adopted as the only method. Yet the method has its place, and may be useful, first, to direct the attention of the pupil to the special topics or thoughts which have been overlooked or omitted in the recitation; secondly, it is useful in conducting reviews and examinations.

HOW TO PUT QUESTIONS.

But the teacher must exercise special care as to the manner of putting questions. 1st. He should never ask leading questions, such as will suggest to the scholar the answer. 2nd. He should always put the question to the class before he calls up the individual, so as to secure the attention of all. And while he should have special regard to the matter, form, and mode of his question, he should also see that the answer is confined to the question, is concise and logical, and given in correct language. This habit of criticism will secure accuracy of thought and expression and impart positive knowledge. It is opposed to that loose and vague method of study and expression which results in mental anarchy and confusion.

VALUE OF WRITTEN EXAMINATIONS.

Written answers have the advantage over verbal that they bring the scholar under rigid examination in other departments of primary instruction. A written answer exposes his penmanship, orthography, use of capitals, punctuation, and forms of expression. Hence, this method of examination should be practised as often as time and circumstances will allow.

THE USE OF LECTURES.

Lecturing is another method of instruction which has its uses and abuses. A lecture by the teacher should never be substituted for a recitation by the class. These exercises are separate and distinct in their aims and results. Many teachers suppose that the measure of their ability as instructors is the power they have to explain and talk before the class, and hence they spend the most of the hour assigned to recitation in the display of their own gift of speech. But in the recitation room the good teacher has but little to say. His ability is tested by his silence more than by his loquacity; by his power to rouse and direct the activity of his pupils more than by his own actions. But there are times and places for familiar and studied lectures, and the object to be gained is three fold, viz., to impart instruction and give variety and fill up the vacant hour. And they should be employed to accomplish another object: to discipline the pupil in the habit of listening. He may acquire correct habits of study and accuracy and fluency in recitation, and yet be a listless hearer. He must therefore be educated to listen, and this can be done in no way so well as by requiring the class to hear the lecture and repeat in recitation in their own language what was communicated or explained.

THE PURPOSE OF ALL EDUCATION.

But, after all, independent topical recitation is the true method of instruction, whenever the subject will admit of it. This will appear when we consider that the end of study, recitation, and instruction is not the attainment of knowledge, but discipline. The results of education are illustrated, not by the golden cup filled to the brim, but by the swelling bud developed into blossoms and ripe fruit through the genial influence of light, heat and moisture. Education, then, is not the storing of knowledge, but the development of power; and the law of development is through exercise.

(To be continued.)

A LINGUISTIC PHANTASMAGORIA.

FROM "AMATEUR PATCHWORK,"

Happy the man—of mortals happiest he—
 Whose quiet mind from verbicide is free ;
 Whose soul ne'er rose indignant at a pun,
 Nor tortured words phonetically one.
 Uncurs'd by murdered ghosts of jingling rhyme,
 Which haunt me now, blest shall he live his time,
 At morn rise happy, happy sleep at night,
 And eat his dinner with a happy-tite.
 Be deaf, ye wise ! nor bend the listening ear !
 Lest feverish fancy foster fitful fear.

A pretty deer is dear to me,
 A hare with downy hair ;
 I love a hart with all my heart,
 But barely bear a bear.
 All rays raise thyme, time razes all,
 And, through the whole, hole wears :
 A rake too often takes a rake
 To tear away the tares.
 Beer often bears a bier to man,
 Coughing a coffin brings ;
 And too much ale 'll make us ail,
 As well as other things.
 The person lies, who says he lies
 When he is but reclining,
 And when consumptive folks decline,
 They all decline declining.
 A quail don't quail before a storm,
 A bough will bow before it :
 We cannot rein the rain at all,
 No earthly powers reign o'er it.
 The dyer dyes awhile, then dies ;
 To dye he's always trying,
 Until upon his dying-bed
 He thinks no more of dyeing.
 'Tis meet that man should mete out meat
 To feed misfortune's son ;
 The fair should fare on love alone
 Else one can not be won.
 The springs spring forth in spring, and shoots
 Shoot forward one and all ;
 Tho' summer kills the flowers, it leaves
 The leaves to fall in fall.
 I might a moral here commence,
 But you might find it stale :
 So let's suppose that we have reached,
 The tail-end of our tale.

GARDINER'S INTRODUCTION TO ENGLISH HISTORY.

(Continued from p. 240.)

THE PROTECTORATE, THE RESTORATION AND THE REVOLUTION.—
The Protectorate was a forlorn hope in politics; Cromwell was able to keep power during his own lifetime, but he could not hand it down. He saw that the old constitution required to be modified and purified, not to be replaced by one entirely different. Thus all his constitutional changes drew England back to the old forms. The attempt to establish religious liberty resulted in his proscribing the religion of the people; while the attempt to reform the morals of the nation could only fail, being in fact an effort "to raise a people by compulsion above its average standard." When Cromwell died, anarchy was let loose, and the people gladly hailed back their old kings.

The government of *the Restoration* was an attempt to resuscitate the political theories of the minority of 1641. King and parliament were to work together in harmony. This was well enough as long as they were agreed, and they were so at present in their opposition to Puritanism. The reaction from this led, on the one hand, to the assertion of *the Divine right of kings*, as a barrier against the irruption of tumultuary violence, on the other, to licence of immorality and to the cultivation of the intellect to the neglect of the spiritual side of man's nature. Yet this change had its good side, for it disposed people to be favorable to Toleration, though this seemed impossible as long as the organization of the Puritan soldiers remained. The risk of Toleration diminished as Cromwell's soldiers passed into the grave. Other causes combined to accelerate this change of feeling, chief of all the fact that suspicion of Puritanism soon changed into suspicion of the triumph of Catholicism under the protection of France. This was aggravated by the fact that the heir presumptive was a Catholic. The fears of the people, gathering to a head, at length took shape in the Exclusion Bill in Parliament, and in the fiction of the Popish Plot outside of it. Yet, the Whig (it was during this excited period that the terms *Whig* and *Tory* came into use), who supported the Exclusion Bill, were making a great mistake:

"The idea of hereditary succession had been adopted by the nation as a guarantee against disorder, and as soon as it became clear that the Whigs were endangering established order as well as hereditary succession, the nation preferred to accept the future risk rather than to launch into immediate agitation."

Thus the last years of Charles's reign beheld the overthrow of the Whigs. The conduct of James realized their worst fears. *Absolutism and Catholicism combined* to threaten the future of England. Still the nation hesitated as the heir to the throne was a confirmed Protestant. The birth of a son brought matters to a crisis.

"It is no wonder if men received the news with incredulity, and thought that, as James had called into existence a sham bench of judges, and was preparing to call into existence a sham House of Commons, he had now produced a sham heir to the throne. Whether the child was the queen's or not, its very existence made prompt action necessary, unless James's system was to be perpetuated."

Thus the leading men of both parties combined to invite the Prince of Orange to come, and the two houses offered the throne to William and Mary.

THE REVOLUTION SETTLEMENT, AND THE RULE OF THE WHIG ARISTOCRACY.

The Revolution was more than a change of Sovereigns.

"Up to the Revolution, England was under a monarchy surrounded by certain constitutional checks, intended to prevent the will of the monarch from degenerating into arbitrary wilfulness. After the Revolution, England became practically a republic, in which the Crown possessed various constitutional powers, intended to prevent the will of the representatives of the people from degenerating into arbitrary wilfulness."

Such was the fact, but the theory upon which contemporaries grounded their new conception of government was the figment of the *Social Compact*. The results of the Revolution came quickly. Governments had failed in their attempt to control the domain of religion and intelligence. Their failure led to the *Toleration Act* and to the withdrawal of the censorship of the press. "A free press and a free pulpit took their place in the new system established by the Revolution." Thus by the restriction of the sphere of government its work was made easier. Yet the accession of power to the House of Commons was not unattended with danger. Parliamentary faction grew apace, and, during the last years of William, the House of Commons meddled with matters which it did not understand. This led to the evolution of *Cabinet Government*, viz., government by a committee of both Houses of Parliament chosen from the Dominant party by the King or Prime Minister. The Commons was able to secure government in accordance with

the will of the majority, while it was less tempted to meddle out of its sphere. The questions of the right of taxation and of control over religion, both burning questions, were now set at rest.

The activity of the political body at the end of the 17th century had been enormous—a lasting lethargy now fell upon the nation. During this period the Tory party was effaced, its work being over. It had been the guardian of the two principles of hereditary right, and of the supremacy of the established church, but the time had come when the Tories found it absolutely impossible to maintain these together. They had also opposed standing armies, but all danger from this source was now over. Another characteristic of this period was the influence of the aristocracy which resulted in the “Anomaly of the theoretic supremacy which the House of Commons exercised by means of its control over the purse, combined with the practical supremacy of the members of the House of Lords by means of the influence which they exercised over the election of members of the House of Commons.”

The *Rule of the Whigs* was accompanied by toleration to Dissenters, and aversion to zeal and enthusiasm as a disturbing factor in human affairs. Christianity was nothing if not rational. Reason predominated without active energy for the common good. “The old tyrannies were gone, and the new effort after a better order had not yet come.” The life of the time is reflected accurately in *Hogarth* and *Fielding*. Something of Puritan morality remained without Puritan enthusiasm; there was no sense of natural and artistic beauty. “Individual energies were strong, and the thought of devotion to public ends was weak. The Puritan ideal and the Royalist ideal had been alike trodden in the dust.” Englishmen were proud of their constitution because it shielded them from personal oppression, and they were content for the present to leave the helm in the hands of a place-loving aristocracy.

THE RESTORATION OF AUTHORITY.

It was certain that sooner or later the rule of the aristocracy would have to succumb to the central authority as it had done to the Tudors. The first motion towards a better order made itself felt in the domain of religion. The growth of *Wesleyanism* was due to the apathy of the church and its abhorrence of zeal. There was nothing new in the teaching of John Wesley, but old things became new in his hands. What Wesley was in religion, *William Pitt* was in politics. Like Wesley he brought nothing new in the

way of intellectual conception. His strength lay in his character, not in his ideas. The successes of the Seven Years' War were the result of the new life he infused into England. The war over, the Whig aristocracy once more threatened to get the authority into their hands, but circumstances had changed. The Whigs were split up into factions, and a new king, *George III*, had come to the throne, "possessed of a strong desire to do his duty as a ruler, and of a firm conviction that he, and not the great landowners, was the rightful centre of authority." He thus entered into rivalry with the chiefs of factions in securing his position by means of places and pensions.

To the influence of the king and Pitt another influence was added, that of "scientific political knowledge," the first exponent of which was *Edmund Burke*. He was the founder of a new school of politics. Government with him had to limit its action for the benefit of its subjects by the extent of its power, and not to aim at an ideal good. Thus he was an exponent of the *doctrine of expediency*. For his instruments he looked not to the masses but to Parliament as it existed.

"The men of wealth and position who had an interest in good government, and who had sufficient intelligence to know what it was, ought to band themselves together by party ties to resist alike the corrupt influence of the Crown, and the ignorant violence of the populace."

Such was the creed of the Rockingham Whigs of whom Burke was the brain. "Burke's political opinions, in short, were very similar to those of Bacon; if only the authority of parliament were substituted for the authority of the crown." In either case this predominance was to be the sway of intelligence over ignorance. But as parliament shared to the full the ignorance and corruption of its generation, Burke's theory broke down, and England was hurried into a useless *war with America* by parliament's imposing taxation upon it. This war was at first popular with the nation, and when George III formed the *new Tory party* with North in 1770, he was the rallying point at once of national stubbornness, and of the general weariness of the domination of the Whigs. The new Tory party—

"was a party simply gathered in hostility to the great Whig houses, and advocating, as the cardinal point of its political creed, the right of the king to name his own ministers, and thereby direct the policy of the government, though it did not at all deny the right of parliament to hold these ministers responsible."

The result of the American war was happy for Britain as well as America, for compulsory taxation of an unrepresented people was a violation of English principles. The collapse of the war naturally brought in a new government, composed of those who had opposed it, of the followers of Chatham and the Rockingham Whigs. But the two elements differed in views. Shelburne and young William Pitt were suspicious of the great Whigs, were ready to conciliate the king, and looked to electoral reform; the Whigs looked with aversion upon any extension of popular power or of court influence. Rockingham's death and the succession of Shelburne as prime minister led to a split. Fox, the leader of the Whigs, combined with North to form a Coalition ministry in violation of their former principles. The king sided with Pitt, and an appeal to the constituencies resulted in the defeat of the coalition. *Pitt's government* had been formed by an intrigue, but in Pitt the king had found a man "who could lay the foundations of the organization of intelligence in the place of the organization of hereditary rank and hereditary wealth." The policy of the new Tory party was distinctly Liberal. Pitt had learned from *Adam Smith* the first principles of political economy, and the early years of his authority were marked by great reforms. The state of the people, too, had improved in many ways. The seed sown by Wesley had taken root, and a new life and vigour everywhere appeared.

THE INFLUENCE OF THE FRENCH REVOLUTION.

The ideas out of which modern democracy has sprung first came to the surface in France, where the evils of selfish aristocracy and corrupt church were at their worst.

"In opposition to these evils a double tendency was soon manifested, the one, of which the typical personage was Rousseau, which looked to pure democracy as the remedy against the evils of an effete aristocratic society; the other, of which the typical personage was Voltaire, which looked to clearer intellectual belief as a remedy for the evils caused by ignorance and folly. By the combination of these two movements, modern society was to be deeply moulded in the future."

It was inevitable that the first attempt to carry these ideas into practice, in a country devoid of political education, would end in disaster, and that the traditions of the past should be scorned. It was also natural that, though England could not in the long run escape the new influences, the first effect would be to create a feeling of repugnance to violent changes, and to cause reaction. This lasted

in political life up to about 1822, and Pitt, no longer master of the nation, was driven into a war with France. In the long series of wars against France and Napoleon, England made common cause with the nations of Europe and the foreign policy of Lord Castlereagh after the war was directed to support the European settlement arranged at the *Congress of Vienna*, "the first serious attempt to establish a European tribunal for the decision of questions affecting Europe as a whole." The weakness of the congress lay in the fact, that the wishes of the people composing states were not taken into consideration. Hence came a revulsion of feeling in England of which Canning was the mouth-piece. Hence foreign politics have subsequently oscillated between two ideas—the support of congresses and conferences, and the doctrine of non-intervention.

In domestic politics antipathy to French principles survived the war, and it was considered dangerous to think of reforms at all. But at last the demands arose for parliamentary reform, and for a more intelligent and less selfish government. These demands have been answered, and the growth of the scientific spirit and its extension through popular teaching has helped to widen the basis of authority.

"Popular power organized by intellect, influenced by morality, and devoted to high and noble aims, is the ideal form of the society which is now developing itself."

How far the nation falls short of this ideal will be more clearly seen in future times.

THE BLACKBOARD.

BY S. P. ROBINS, LL.D.

A paper read before the Montreal Teachers' Association.

Doubtless the very earliest means of communicating thought used by men was speech. But speech, even among those people who have most fully elaborated and most nicely adjusted it, is often inadequate to the rapid, the accurate, or the full enunciation of that which it is desired to express. Hence, in all time language has been supplemented, rendered more precise, or even partially superseded by the use of more or less rude diagrams and sketches, illustrative or explanatory of the idea to be imparted. It is not, however, in the times when language is poor that such aids are

most frequently resorted to, for general poverty of language is invariably associated with general poverty of thought. So intimately connected are they, that thought will struggle into speech, and speech is provocative of thought. It is not in rude and savage lands that the resources of language, though taxed to the utmost, are found inadequate to the demands of thought, but in lands where language may be copious and refined, but where, at the same time, men are pushing their inquiries into the unknown, and opening up new realms of thought. Nor does the use of such aids to expression by an individual always argue unfamiliarity with the resources of language. If he have entered unfamiliar regions of inquiry in prosecuting his researches, not only must he to the uttermost avail himself of the use of words, but he will often be compelled to resort to other modes of expression in making intelligible to others that which he has discovered. It will be observed, then, that the use of such aids is often a condescension to the inaptness of those to whom communications are made. However clearly a master in the use of language can express his meaning to those who are like himself familiar with words, he may often find it impossible to convey it in the same manner to those not equally accomplished, and must in every possible way aid speech in the impartation of thought. Teachers, especially, continually resort to various expedients in order to communicate unfamiliar truths with clearness and rapidity. Hence, in more ancient times, the use of the stylus and wax-covered tablets, or tables strewn with sand. Hence, too, in modern times, the introduction of slates and black-boards.

Though speech is undoubtedly the best means of expressing thought, there is in it an inherent defect that no cultivation can remedy. It is evanescent. The word uttered is as an expression gone forever. Its echo may or may not be treasured up in an attentive mind, but it rolls on through the yielding, unretentive air, and returns no more. Now written expressions of ideas, though in many respects inferior to spoken, have this superiority that they are abiding. If that which they are intended to convey be not at first apprehended, or be indistinctly remembered, the mind can again and again recur to them, till the truth is revealed to the understanding, or engraven on the memory. This purpose also the blackboard subserves; besides aiding in expressing thought, it secures to a certain extent, permanency of expression.

Illustrations on the blackboard address themselves to the intellect through the eye. Things themselves are not presented immediately to our cognizance, but only mediately through symbols more or less rudely representative, or wholly arbitrary or conventional. The blackboard in a word exhibits plane forms, and whatsoever may be represented by such forms. As a means of instruction it is to be classed with printed matter or written pages which represent ideas by arbitrary symbols—with maps, sections and plans, which represent outline and contour—and with pictures that aim at reproducing forms as they appear to the eye in nature. It may replace to some extent any or all of these, but it must necessarily fall short of them in fullness and in accuracy. But all that it loses through meagreness and inaccuracy is fully made up for by advantages peculiarly its own, and that particularly recommend it to the attention of the ingenious and diligent teacher. It is pre-eminently useful in class instruction, because its illustrations can be clearly seen by numbers. Again it is powerfully auxiliary to securing the attention of the pupils to that which the teacher says. If books or maps are used as aids in class instruction, it frequently happens that the attention of the pupil is divided between the teacher and the book, or even diverted by the latter entirely away from the former. But the blackboard is so completely the servant of the teacher that its use is not attended by similar inconveniences. It exhibits only what the teacher wills, and when he wills it, presenting now a blank, now a concise synopsis, now an illustrative diagram, and then again a blank, as the exigencies of instruction may require, and all in strict and due subordination to the verbal explanations of the instructor.

The very poverty of its illustrations is frequently a recommendation. The mind is liable to be bewildered by a multiplicity of minute details, and so to become incapable of entertaining broad and comprehensive statements. But the general outlines of a subject, or the more striking features of an object, may be set forth upon the blackboard in commanding simplicity. A further advantage of blackboard illustrations is that they are seen in process of construction. This adds to their interest; curiosity is roused, the mind is kept in suspense, the attention is riveted. It facilitates the orderly treatment of a subject; more notable features may be at first presented, and details successively supplied. It also enables more to be taught by a diagram than otherwise could be.

Many ideas of subordination and interdependence, and succession, many relations of cause and effect, and of premise and conclusion, that a finished diagram can only faintly suggest, may be readily expressed by a comparatively rude sketch which grows and develops before the beholder.

So great indeed, are the advantages it offers, that we need not be surprised at the prominence which, in modern improved teaching, is given to lessons illustrated and enforced by its aid, nor that it should be considered an indispensable part of the furniture of even the most meanly appointed school. It is used in imparting the rudiments of the arts of reading, writing and drawing, in arithmetical computations, and the demonstration and illustration of arithmetical processes, in algebraic investigations, for the exhibition of geometrical diagrams, to furnish plans and maps, illustrative of history and geography. On it are drawn sections of machinery, and diagrams in natural philosophy and natural history. On it, too, are exhibited analogical representations of relations which are not formal, but which are similar to formal relations. Thus, though I cannot exhibit on a diagram either time or velocity, yet as certain of the relations between velocity and time and distance traversed are the same as those between the two adjacent sides of a rectangle and its area, we can, for certain purposes, represent *time* by the one side, *velocity* by the other side, and the *distance* traversed will be fitly represented by the area of the rectangle. In addition to these uses, a very important one is the putting on the blackboard abstracts of lessons which are to be amplified in oral instruction, or which have been previously studied in text-books.

The uses of the blackboard are indeed so varied as to baffle enumeration, but they appear to me to be comprehended under the subjoined heads:—

It exhibits 1st. processes; 2nd, statements expressed by arbitrary symbols; 3rd, representative diagrams; and 4th, what I may perhaps term analogical diagrams.

1st, then, it exhibits processes. Hence chiefly its use in teaching writing, drawing, and the mechanical part of arithmetical computations. If a finished copy of a letter be set before a child who has never learned to write, he will in many instances be utterly at a loss to know where to begin to make his first stroke. In order to conceive the perplexity of a child under such circumstances it

is necessary to have seen it. But if you make the letter on the blackboard before him, what had in the first instance appeared an inextricable entanglement of twisting convolutions, where neither beginning nor end were distinguishable, becomes to his enlightened understanding simplicity itself. So, too, in learning to draw, it is incomparably better to see a sketch made than to see a finished sketch. In teaching arithmetic also the pupil will understand and remember the method of a computation which has been performed in detail in his sight better than one which has been merely described to him, unless he has acquired unusual power of forming a conception of that which he hears described.

2nd. On it may be written brief statements of truth to which particular attention is directed. Thus it may be made to exhibit the grammatical or logical analysis of a statement—the interdependence and natural sequence of the parts of an argument—the heads of a narrative—an abstract of a lesson—the antithesis of a contrast, or the parallelisms of a comparison. Its chief utility in teaching grammar is of this kind, but there is no subject that has to be taught, in which advantage may not be taken of it in this manner.

3rd. It offers very great facilities for the construction of illustrative diagrams in teaching the various branches of natural science. Maps and sections of a country drawn rudely on the blackboard are for many purposes better than the most elaborate productions of the engraver's burin. Thus the general shape of a country may be exhibited disembarrassed of those minor indentations and projections of the coast that very frequently absorb almost all the attention of the pupil. So, too, the directions of the principal elevations and the consequent course of the principal rivers may by a few judicious strokes be indicated with a clearness that does not appertain to an exact map over-loaded with detail. Indeed every finished map, however it may aim at breadth of indication, is overloaded with detail. Every line of a map as made on the blackboard preserves its individuality, has an especial attention directed to it, and tells its distinct story; while the very same diagram made beforehand would have the distinctness and individuality of each part merged in the loose general impression made by the whole. In its completed state a blackboard map might be quite complex, and offer considerable detail; but, as each detail would have been added by itself as a modification of the more simple

form at first presented, it would have been seen in its proper relations and subordination. Another point in the construction of illustrative diagrams merits attention. In the delineation of apparatus and machinery, the ease with which a diagram can be altered on a blackboard enables the teacher to direct attention effectually to the purpose of each part, every detail of construction being supplied when the need of it has first been demonstrated, so that the construction of the diagrams shall follow the supposed order of thought of the inventor, or of successive improvers of the machine described. Let those who intend to use the blackboard for illustrative delineation remember then that a diagram drawn beforehand on it is but a poor apology for a printed diagram. It is not so interesting as one drawn before the scholars, and it does not teach as much. If you purpose to draw diagrams beforehand, let them be drawn more elaborately, and in a more permanent manner than they can be on the blackboard, reserving the latter for its own peculiar function. Again, remember that a diagram not studied beforehand is very little better than no diagram at all. You must follow in your construction a predetermined plan, giving the most prominent and important features first, descending gradually and sparingly only into detail. Where mistakes are made and corrections are necessary, the pupil is needlessly bewildered, and, looking on subsequent steps of the work with a certain reserved suspicion, does not surrender himself in a spirit of confiding docility to the guidance of the teacher.

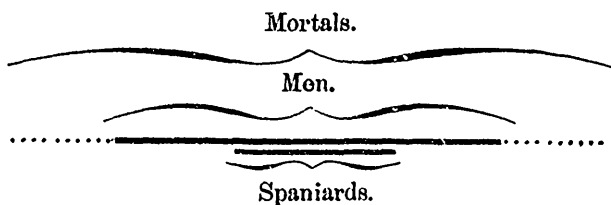
4th. Where relations between things that cannot be represented by forms are similar to those that subsist between forms, analogical diagrams may be used. The just discernment of analogies is, I believe, the last development of the understanding, and is but very imperfectly found in children, or for that matter, in the great mass of men and women. Hence this use of the blackboard is limited, and here it is not necessary to do more than indicate what is meant by it, by another illustration than the one already given. Thus the relations of terms expressed in the syllogism:—

All men are mortal,

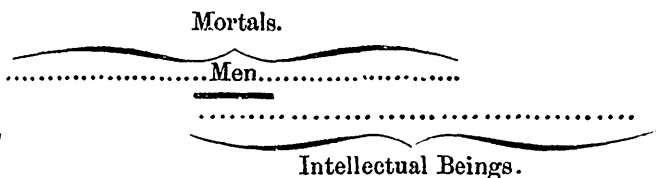
Spaniards are men,

Therefore: Spaniards are mortal,

might be thus graphically represented:—



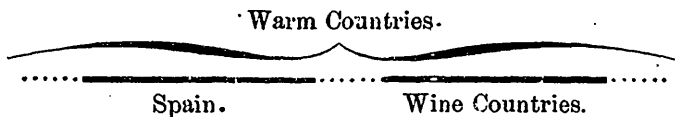
The syllogism : All men are mortal,
 Men are intellectual beings,
 Therefore : Some intellectual beings are mortal,
 might be thus illustrated :—



While the fallacy—

Some warm countries produce wine,
 Spain is a warm country,
 Therefore : Spain produces wine,

would be exposed by such a diagrammatic representation as the following :—



The uses then of the blackboard are numerous, its advantages great—so numerous and so great that many persons, forgetful of its limitations, have over-estimated its value. Such persons have usually been those who have seen it skilfully used, but have seldom themselves used it. Let us not however forget that it addresses itself to the intellect only. Emotion is completely eliminated by its use. Nothing would more certainly check the emotions of awe and pity which a well-recited description of a battle would awaken, than to pause to draw on a blackboard a plan of the field and the position of the contending forces. Intellectually the interest might

be heightened, emotionally it would be infallibly destroyed. Again its appeal to the intellect is limited, addressing the understanding only. Even to the understanding its appeal is partial. It points out many relations, especially those that are formal, with clearness, but objects it very imperfectly and inadequately represents, and certainly stripped of all grace or greatness. Its advantages are further chiefly felt in the communication of ideas, not in the development of the mind. It is notably more instructive than educative. You will at once perceive the truth of this remark in observing that thought but seldom originates at the blackboard. The conception first arises in the mind, and is but expressed on the blackboard. The teacher uses it in teaching. It is of but little value to a student in studying. It is moreover most valuable with classes of small children, by whom skill in the use of words has not been acquired. It is in short a sort of go-cart for infantile or rickety minds.

How precious in comparison with all other modes of communicating thought are right words. He alone has access to the human intellect and to the human heart, who can employ the marvellous resources of language. No skill in graphic delineation can for one moment replace, or even stand in the faintest comparison with, the ability to utter in words clearly what we know or what we feel. Diagrams are hard and unchangeable. Fancy and emotion cannot gather around them. But words are fragrant with recollections, richly cluster with the gathered experiences of years, ripen with time as we ourselves ripen. Word pictures have this great advantage over pencilled pictures that they may be left, if desirable, in a shadowy suggestive indistinctness. A picture frequently, a diagram always, shows all that is to be considered. What is not there is not to be thought of. No picture of the crucifixion ever overwhelmed the mind with awe like the simple, sublime narrative of the gospel, half revealing, half withdrawing the agony that triumphed on Calvary. Far more important and far more rare as a preparation for the work of teaching is the ability to express accurately, forcibly and systematically in words our thoughts, than to be able with skill to construct a diagram. As a preparation for after life, whether in acquiring or imparting instruction, better is mastery of words, the common vehicle of thoughts, than acquaintance with crayon and blackboard. Hence, the aim of the true teacher, who strives while instructing to educate, is not to use the blackboard as much as possible, but as little, strictly

subordinating its use to that of language, not using words to explain a diagram, but using diagrams to illustrate his words; better pleased with himself when without such aids he expresses himself intelligibly—better pleased with his pupils when without such aids they thoroughly comprehend the subject presented. A judicious use of the blackboard partly means a parsimonious use of it. To the blackboard with *everything*, is a more mischievous educational maxim, than (provided the teacher honestly endeavors to be intelligible) to the blackboard with nothing. Observe the golden mean.

EXAMINATION PAPERS FOR TEACHERS' DIPLOMAS.

We have received the following papers for publication. The last examination was held in the month of May, 1882.

PRELIMINARY EXAMINATION.

English Grammar.

1. Expand a *word* into a *phrase*, and the *phrase* into a *clause*; name the various extensions of a predicate. (5)

2. What is the difference between an *abstract noun* and a *collective noun*? Give examples of both. (5)

3. Write the plurals of *penny, chimney, no, potato, ox, staff, radius, brother, sh trout*: give the feminine forms of *lad, emperor, executor, duke, hero*: give the past tense and the past participle of the verbs, *run, lie, lay, flee, fly*. (10)

4. Write out a list of ten grammatical terms and carefully define them, illustrating your definitions by examples. (5)

5. Change the following lines into prose: write out the various clauses and number them: apply the name to each clause which distinguishes it as a principal or a subordinate clause; parse the words which have numbers attached to them, affixing the number belonging to each as you parse it. (20)

I've reared¹ a monument, my own²,
More durable than brass³;
Yea, kingly pyramids⁴ of stone
In height it doth surpass.

Rain shall not sap, nor driving blast
Disturb its settled⁵ base,
Nor countless ages rolling past
Its symmetry deface⁶.

I shall not wholly die; some part⁷ —
Nor that⁸ a little—shall
Escape the dark destroyer's dart⁹
And the grim festival¹⁰.

6. Give the particular analysis of the first and last clauses of the above extract. (5)

Arithmetic.

1. Name the various kinds of vulgar and decimal fractions, and place an appropriate definition opposite each name. (4)

2. What is the cost of a lot of land $30\frac{2}{3}$ rods long and $18\frac{3}{8}$ rods wide at $18\frac{3}{4}$ cents a square foot? (5)

3. A young man lost $\frac{2}{3}$ of his money in speculation, he afterwards gained \$1,000, when he had \$2,600. What was the sum lost? (5)

4. Add $3\frac{1}{4}$ of $\frac{9}{13\frac{1}{2}}$ to $2\frac{1}{4}$ of $\frac{1\frac{1}{2}}{2\frac{3}{8}}$

and subtract $\frac{2\frac{1}{3}}{3\frac{1}{4}}$ of $\frac{17}{13}$ from $\frac{7\frac{1}{2}}{18}$ of $\frac{11\frac{1}{3}}{6\frac{3}{4}}$ (8)

5. A farmer bought land at \$75.50 per acre, and sold it again at \$90 per acre, making thereby \$116. How many acres did he buy? (5)

6. Find the least common multiple of $71\frac{1}{2}$, 6, 216, and 94; and the greatest common measure of 825 and 960. (5)

7. If 16 men can perform a piece of work in 10 days, how many men can perform a piece of work 6 times as large in $\frac{1}{3}$ of the time?

8. A can perform a piece of work in $4\frac{1}{2}$ days, B in $5\frac{1}{2}$ days, and C in 6 days. In what time will the three perform it, working together? (5)

9. If 16 men can build a wall 40 rods long, 4 feet high, and 3 feet thick in 16 days working 8 hours a day, in how many days will 20 men, working 9 hours a day, build a similar wall, 160 rods long, 6 feet high, and 5 feet thick? (8)

N. B.—All the work must be shown on the paper or no value will be given to the answer.

Geography.

1. Define any five of the following terms:—*Map, colony, continent, city, watershed, estuary, town, county.* (5)

2. Name the seaports at the mouths of the following rivers:—Mississippi, Hudson, Seine, Severn, Volga, Tagus, Rhine, Nile, Restigoucha, Fraser. Describe the course of any *five* of these rivers, naming the countries through which they flow, the tributaries they receive, and the seas into which they fall. (10)

3. Name the Provinces of the Dominion of Canada and their respective capitals. Locate the following towns:—Windsor, London, Truro, Sarnia, Sherbrooke, Guelph, Campbellton, Richmond, Summerside, Hamilton. (5)

4. Draw a map of North America or of Africa, naming the divisions, and marking the mountain ranges and the rivers. Write in the names of at least ten towns. (10)

5. In what country and on what river is each of the following towns situated, and for what is each noted: London, Bordeaux, Calcutta, Dantzic, Florence, Prague, Glasgow, Newcastle, Manchester, Coblenz? (10)

6. Describe the natural features of the Province of Quebec, or of the North West Territory, or of British Columbia. (10)

Sacred History—Old Testament.

1. Name the plagues of Egypt, and describe the crossing of the Red Sea by the Israelites. (10)
2. Give an account of the siege of Jericho, or of the battle fought at Rephidim between Israel and Amalek. (10)
3. What are the principal events recorded in the book of Ruth? (10)
4. Draw a map of Palestine, divided into the portions allotted to each tribe. (10)
5. Who was king of Babylon in Daniel's time? Sketch his character. (10)

Sacred History.—New Testament.

- 1 Write out the beatitudes. (10)
2. Enumerate the miracles by which Christ raised the dead to life. (10)
3. Give the parable of the sower and its interpretation. (10)
4. Draw out a list of the events which happened during any one of Paul's missionary excursions. (10)
5. Name the seven churches of Asia; or name seven of our Saviour's parables. (10)

ELEMENTARY DIPLOMA.

(To be passed also by Candidates for Model School and Academy Diploma.)

Art of Teaching.

1. Write notes of a lesson to be given to a class studying the geography of Europe or North America. (20)
2. Name the various arguments which have been advanced against the giving of rewards to pupils. Can you controvert them? (20)
3. State how you would conduct a class reading the Sixth Reader, and what collateral studies the pupils in such a class ought to be engaged in. (20)
4. Describe some of the excellencies and defects you may have seen in any school you have attended or visited. How would you reduce to order a disorderly school? (20)
5. Draw up a neat time-table which would guide you in your school work and such as you could hang up in your school-room. What are the benefits to be derived from adhering to a time-table? (20)

History of England.

N. B.—Answer any six of the following questions:—

1. Give some account of the ancient Britons and their mode of religious worship. (5)
2. Name the Roman divisions of Britain, or tell all you know of the Saxon Heptarchy. (5)
3. Describe the causes which led to the Battle of Hastings. Give a description of that battle. (5)
4. Write out a list of the early Plantagenet Kings, with the dates of the opening of their reigns respectively. (5)

5. Enumerate the principal events of the reign of King John, and describe minutely any one of them. (5)
6. State what you remember of Simon de Montford, Hubert de Burgh, the Lollards, the Black Prince, Perkin Warbeck. (5)
7. Write a short sketch of the character of Henry VIII., or of any of the leading men during his reign. (5)
8. Mention five of the principal events during the Commonwealth. Who was Richard Cromwell? (5)

History of Canada.

1. Give some account of the explorations in Canada previous to the time of Champlain. (5)
2. Write out five of the principal events in the history of Canada during the time that Champlain was Governor. (5)
3. Describe the final capture of Quebec by the English, and state how often that place has been besieged by an army. (5)
4. Sketch the early history of Montreal, and mention some of the causes which have raised it to its present position as the great emporium of Canadian trade. (5)

French.

1. A quoi sert l'adjectif? Où place-t-on généralement l'adjectif en français? Nommez quelques adjectifs qui sont exception à cette règle. Comment *empereur*, *ambassadeur* et *gouverneur* sont-ils au féminin? (8)
2. Pour quoi emploie-t-on *celui-là*, *celle-là*, *ceux-là*, *celles-là*? Quelle différence y a-t-il entre *ce*, adjectif démonstratif, et *ce*, pronom démonstratif? (8)
3. Quelle est la place que doivent occuper les pronoms *se*, *soi*? Pour quoi emploie-t-on les pronoms personnels *le*, *la*, *les*? (6)
4. Donnez les temps primitifs des verbes irréguliers suivants:—*boire*, *vivre*, *valoir*, *aller*, *dire*, *acquies*, *voir*, *rire*, *savoir*, *traire*. (10)
5. Comment forme-t-on un verbe passif? Comment se forment le féminin et le pluriel dans ces verbes. (8)
6. Corrigez les suivants:—Toutes les gens instruites ont lu les œuvres de cet auteur. Je trouve dans la voix de cette cantatrice un charme et une beauté toujours nouvelles. Les deux nouveaux-mariés étaient au concert avec leur épouse. Votre sœur est plus grand que ma cousine par la toute tête. On n'est jamais plus cheri que quand on est mère. (10)

MODEL SCHOOL AND ACADEMY DIPLOMA.

English Grammar.

1. Analyse the following passage from Milton's "Paradise Lost":—

Thus saying¹, from her side the fatal key²,
 Sad instrument of all³ our woe, she took;
 And, towards the gate⁴ rolling her bestial train,
 Forthwith⁵ the huge portcullis high up⁶ drew,
 Which but herself⁷ not all the Stygian⁸ powers
 Could once¹¹ have moved. (10)

2. Paraphrase the above extract, which refers to Sin opening the gates of Hell to Satan as he passed on his way to the earth to tempt mankind. (5)

3. Parse the words, in the order in which they are numbered, retaining the number opposite each word as you parse it. (8)

4. Explain the terms *subject*, *predicate* and *object*. Name all the predicates in the above extract with their corresponding subjects. (6)

5. Distinguish between *transitive* and *intransitive* verbs. Give a list of five verbs which may be used transitively or intransitively. Explain the objectives in—*He walks a mile every morning. All winter we were without a teacher. He ran a race.* (8)

6. What is the meaning of the terms *weak* and *strong* conjugations? Give the past tense and past participle of each of the verbs :—*Get, lie, fly, lay, flee, mistake, spread, be, go, lose.* (8)

7. Write down a list of at least ten grammatical terms and explain them fully, giving the derivation of each if you can. (5)

MODEL SCHOOL DIPLOMA.

English Composition.

SUBJECT OF ESSAY.—Any of the following three :—

1. *An account of any author with whose works you are familiar.* 2. *A description of any great invention such as the steam-engine, the electric telegraph, the art of printing.* 3. *The advantages of a liberal education.*

Arithmetic and Mensuration.

N. B.—*All the work must be exhibited or no value will be given.*

Answer any five.

1. (a) Simplify $\frac{5\frac{1}{2} \div \frac{2}{3}}{1\frac{2}{3} \text{ of } \frac{2}{3} \div 10\frac{1}{2}} \times \frac{1\frac{1}{2} \text{ of } 4\frac{1}{4}}{\frac{2}{3} \text{ of } 13\frac{1}{3} \text{ of } 5\frac{1}{2}}$. (10)

(b) Multiply $\frac{1}{2}$ of $\frac{2}{3}$ of $\frac{1}{2}$ of $\frac{28\frac{1}{2}}{6}$ by $\frac{2}{3}$ of $\frac{1}{2}$ of $\frac{3}{4}$. (10)

2. (a) Divide 67.432 by 7.9036 and 6.3 by .00000274.

(b) Multiply 3.7 by 5.49 and .0072 by .45. (20)

3. Divide \$897.43 among A, B and C, so that B may have \$93.40 less than A and \$69.18 more than C. (20)

4. Find the square root of $\frac{31.36}{39.69}$ and the cube root of 109215352. (20)

5. If by selling an article for \$38.25, 8 per cent. is lost, what per cent. is gained or lost by selling it for \$57? (20)

6. Find the principal on which the simple interest in $2\frac{1}{4}$ years at $6\frac{1}{2}$ per cent. per annua is \$1068.75.

7. The length of a room is 21 feet and its height is 10 ft. 6 in., and the area of the floor is $\frac{5}{7}$ of the area of the four walls. Find the breadth of the room.

(20)

8. The length of one side of a rectangular field is 572 yards, and the area of the field is 50 acres 2 ro. 32 feet. Find the length of the other side, and of the diagonal. (20)

Algebra.

1. State the rule for removing brackets from algebraical expressions. Simplify $2 [4x - \{2y + (2x - y) - (x + y)\}]$ (5)

2. Resolve into elementary factors:—

(a).... $4x^2 + 8x + 3.$ (3)

(b).... $12x^2 - 5x - 2.$ (3)

(c).... $5(x^2 - y^2) + 3(x + y)^2.$ (4)

3. (a) Find the G. C. M. of:—

$6x^2 + 13x + 6$ and $8x^2 + 6x - 9.$ (5)

(b) Find the L. C. M. of:—

$4(a^3 - ab^3), \times 12(ab^2 + b^3)$ and $8(a^3 - a^2b).$ (5)

4. Extract (a) the Square Root of:—

$9x^2 + 12x^3 + 22x^2 + 12x + 9.$ (10)

(b) the Cube Root of:—

$a^3 - 36a^2b + 54ab^2 - 27b^3.$ (10)

5. Solve the following equations:—

(a).... $\frac{x-1}{2} - \frac{x-3}{4} + \frac{x-5}{6} = 4.$ (5)

(b).... $x + 1 - \frac{x^2 + 3}{x + 2} = 2.$ (5)

(c).... $\frac{1}{27}(2x + 7) - \frac{1}{15}(2x - 7) = 1\frac{5}{6} - \frac{1}{20}(3x \times 4).$ (10)

(d).... $\frac{x-4}{x-5} - \frac{x-5}{x-6} = \frac{x-7}{x-8} - \frac{x-8}{x-9}.$ (15)

6. A is twice as old as B, twenty-two years ago he was three times as old. Required A's present age. (10)

7. A garrison of 1000 men was victualled for 30 days; after ten days it was reinforced and then the provisions were exhausted in 5 days. Find the number of men in the reinforcement. (10)

Geometry.

Answer any five.

1. Define the following ten terms.—*Alternate angles, adjacent angles, vertical angles, segment of a circle, quadrilateral, parallelogram, rectangle, rhombus, right angle circle.* (20)

2. Draw the figures of the 4th, 8th, and 24th propositions in Book I., the 11th in Book II., and the 9th in Book III. (20).

3. Give the general enunciation of the 5th proposition in each of the Books. Enunciate also the proposition you consider the most difficult in Books I and II. (20)

4. Prove that, if the squares described upon two sides of a triangle be equal

to the square described upon the third side, the angle opposite the third side is a right angle. (20)

5. Show that one circle cannot cut another circle in more points than two, and cannot touch another in more points than one. (20)

6. Describe a square equal to a given rectilineal figure; and a parallelogram equal to a given triangle. (20)

7. Prove that the opposite sides and angles of a parallelogram are equal. (20)

8. Prove that the rectangles contained by the segments of two intersecting chords in a circle are equal; or prove that if from any point without a circle two straight lines be drawn, one of which cuts the circle and the other touches it, the rectangle contained by the whole secant and the segment without the circle is equal to the square of the tangent. (20)

Book-keeping.

1. Draw out a D-y-Book containing ten *different* transactions, and trace them to the Cash-Book, Ledger, Journal, Bill-Book, &c. (20)

2. Which do you consider the more satisfactory system of Book-keeping, single or double entry? Give your reasons in full. (20)

3. Explain the following terms as used in Book-keeping:—*Bills Payable, Stock, Shipment, Consignment, Account Sales, Acceptance, Drawee, Protest, Endorsement, Debit.* (20)

4. What is the object of the Profit and Loss account? When do you debit and credit it? (20)

5. Describe the steps you would take in closing a set of books. What is meant by a trial balance? (20)

**Use of the Globes.*

1. Describe the various parts of a properly equipped globe, and state explicitly for what purposes they are used. (20)

2. How is the latitude and longitude of a place found on the globe, and how is the same found on an ordinary map? (20)

3. Explain the problem of finding the longest day and the shortest night at any given place. (20)

4. How can you find from the globe when twilight begins and ends at any particular place on any given day? (20)

5. Given the day and hour at any place, to find where the sun is then vertical. (20)

**Linear Drawing.*

(The lines by which each problem is solved must be shown.)

1. Trisect a given straight line. (10)

2. Draw a straight line parallel to a given straight line from a given point without the given line. (10)

* N.B. It is optional with candidates to take either use of the Globes or drawing.

3. Describe a square upon another straight line ; inscribe a circle within and without the square, and an equilateral triangle on each of its sides. (30)
4. Describe a regular pentagon in a circle. (20)
5. Inscribe four circles in a circle. (30)

ACADEMY DIPLOMA.

French.

Traduisez en anglais :—

1. Tout vrai poète étant philosophe à son insu, Corneille et Racine l'ont été sans doute, ils n'ont pu expliquer l'individu sans expliquer l'homme, et à quel que point de vue qu'ils se soient placés, ils sont intéressants s'ils ont été vrais. Les grands coups de pinceau de l'auteur de *Rodogune*, les traites déliés et délicats de l'auteur d'*Iphigénie*, composent la plus excellente psychologie ; et la vérité humaine, dernier but, suprême objet de l'art ; la vérité humaine dans son idéal, qu'il est donné à si peu d'esprits de saisir et de fixer, donnera une valeur immortelle aux productions de ces deux grands hommes.—VINET, *Remarques sur Iphigénie*. (20)

2. Faites l'analyse grammaticale de la première partie de la première phrase—jusqu'à *sans doute*. (8)

3. Ecrivez correctement les phrases suivantes :—

Tout méchant qu'il soit, je l'aime cependant. On pardonne rarement à ceux qui ont blessés notre amour-propre. Avez-vous fini la lettre laquelle je vous ai donné à copier ? (8)

4. Traduisez la préposition *chez* dans les phrases suivantes :—Venez chez moi. Irez-vous chez vous cette après-midi. J'ai un chez-moi. Un chez-soi est toujours agréable. Chez les Gaulois la valeur était très estimée. (8)

5. Ecrivez le *passé défini*, le *présent du subjonctif* et le *passé antérieur* de *haïr*, *coudre*, *naître* et *pouvoir*. (10)

6. Indiquez les personnes du verbe *haïr*, dans lesquelles on doit omettre de placer un tréma sur l'*i*. (10)

7. Quand doit-on se servir de l'*imparfait du subjonctif*. Donnez deux exemples. (4)

8. Traduisez les phrases suivantes :—*Revenons à nos moutons. Mettre la charue devant les bœufs. Il a mis son bonnet de travers. To beat about the bush. A new broom sweeps clean. To let well alone.* (4)

9. Traduisez en Français :—

The power of little Things.—SMILES.

The close observation of little things is the secret of success in business, in art, in science, and in every pursuit in life. Human knowledge is but an accumulation of small facts, made by successive generations of men, the little bits of knowledge and experience, carefully treasured up, growing at length into a mighty pyramid. Though many of these facts and observations may have seemed, in the first instance, to have but slight significance, they are all found to have their eventual uses, and to fit in their proper places. (30)

Greek.

1. Translate into English, Xen. Anab. I. 2 § 9, 10 and 3 § 1, 2.
2. Name the date of the Anabasis, and name and give the Geographical positions of the principal towns on the line of march from Sardis to Cunaxa. What were the Ἰωνικαὶ πόλεις mentioned in section 6 ?
3. State as accurately as you can the force of the prepositions in the following expressions:—(a) ἀπὸ τούτων τῶν χρημάτων. (b) ἀποπέμπει ἐπὶ τὴν ἀρχήν. (c) ἔσται ἐπὶ, with dative. (d) ἀφικνεῖτο παρὰ βασιλέως πρὸς αὐτόν. (e) ἐκ βασιλέως δεδομένα.
4. Explain the formation of the forms πλείους and μείζους.
5. (a) Parse the following verbs:—(1) ταχθῆναι, (2) ἔγνω, (3) ἠσθάνετο, (4) κατεθέμην, (5) ἐπήνεσαν. (b) Decline the following nouns:—(1) ποιητής, (2) λόγος, (3) δῶρον, (4) παῖς, (5) πόλις. Give the comparative and superlative of:—σοφός, μέγας and ἐχθρός. (d) Explain what is meant by *temporal* and *syllabic augment* and *reduplication*, respectively.
6. What cases follow the following prepositions severally; ἀπό, σύν, κατά εἰς, ἀνά and παρά ?

Latin.

1. Translate into English Cæs. de Bell. Gall. I, chs. 15, and 45.
2. What is meant by *Oratio Obliqua* and *Oratio Recta* in Latin ?
3. In the above extracts, construe: (a) Hoc responso dato. (b) Postero die. (c) Qui videant. (d) Quo prælio. (e) Dies quindecim. (f) Iter fecerunt. (g) Quibus populus Romanus ignovisset.
4. Parse the following words, giving the Principal Parts of the verbs, and the Nominative Singular and Plural of the Nouns and Adjectives:—(1) Nuntiatum esset, (2) pedum, (3) repulsi, (4) vim, (5) mandarunt, (6) institutos esse, (7) sublatis, (8) quinis, (9) sint erepturi, (10) dandos, (11) interpretibus, (12) inscientibus.
5. (a) Decline the following:—(1) Aeneas, (2) anima, (3) deus, (4) opus, (5) nix. (b) Compare: (1) brevis, (2) dives, (3) intus, (4) pulcher, (5) similis. (c) Write down the Perfects and Supines of:—(1) Juvo, (2) figo, (3) quaero, (4) fingo, (5) do.
6. (a) Distinguish between *vereor ne* and *vereor ut*. (b) Turn into Latin:—(1) He promised to come. (2) I hope to see him. (3) Both the king and his brother fought many battles.

Geometry.

N. B.—Answer any five.

1. Divide a line in medial section. (20)
2. Prove that the straight line drawn at right angles to the diameter of a circle from the extremity of it is a tangent to the circle. (20)
3. If a straight line touch a circle, and from the point of contact a straight line be drawn cutting the circle, the angles made by this line with the line touching the circle must be equal to the angles which are in the alternate segments of the circle. (20)

4. Describe a hexagon within a given circle. (20)
5. Prove that triangles are to each other in the duplicate ratio of their homologous sides. (20)
6. Find a fourth proportional to three given straight lines. (20)

Algebra.

1. Solve the following equations:

$$(1) \sqrt{x+1} + \sqrt{2x} = 7$$

$$(2) 7x - 20\sqrt{x} = 3$$

$$(3) \begin{cases} 7xy - 5x^2 = 36 \\ 4xy - 3y^2 = 105 \end{cases}$$

$$(4) (a+b)(a-x) = a(b-x). \quad (20)$$

2. Find the number consisting of two digits which is equal to three times the product of those digits and is also such that if it be divided by the sum of the digits the quotient is 4. (20)

3. A sum of money consists of shillings and crowns and is such that the square of the number of crowns is equal to twice the number of shillings; also the sum is worth as many florins as there are pieces of money: find the sum. (A crown = 5s, and a florin 2s.) (20)

4. Find the value of

$$(1) \frac{x^2 - 2x + 3}{x^2 + 1} + \frac{x-2}{x^2 - x + 1} - \frac{1}{x+1}$$

$$(2) \frac{1}{(a-b)(a-c)} + \frac{1}{(b-a)(b-c)} + \frac{1}{(c-a)(c-b)} \quad (20)$$

5. 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? (20)

**Natural Philosophy.*

N. B.—Answer any five of the following questions:

1. By means of a wheel and axle a power of 22 lbs. balances a weight of 870 lbs. If the radius of the wheel be 67 inches what will be the radius of the axle? (20)

2. Show that the surface of a heavy inelastic fluid at rest is horizontal. (20)

3. Describe a Hydrometer or the Hydrostatic Balance. (20)

4. What is meant by the specific gravity of a body? A substance weighs 14 lbs. in water and 2560 oz. out of water. What is its specific gravity? (20)

5. Find the Fahrenheit temperature corresponding to -40° and $+350^\circ$ centigrade. Describe a Reamur's thermometer. (20)

6. What are conductivity, convection, ebullition and radiation as terms used in connection with the study of heat? Illustrate each process. (20)

7. Explain wave-motion, and state explicitly the difference between waves of condensation and rarefaction. (20)

8. Describe an electrical machine, a Leyden jar and a Grove's Battery. (20)

*N.B.—It is optional with candidates to take either Natural Philosophy or Scientific Agriculture.

**Scientific Agriculture.*

1. State the organic elements of plants and their principal sources is nature. (10)
2. State the composition of the principal substances produced by plants. (10)
3. Name the inorganic substances found in plants, and state the relations of different plants to each other in this respect. (10)
4. How may soils be classified as to their texture? (10)
5. How in reference to their most abundant ingredients? (10)
6. Which of their less abundant ingredients are most important, and why? (10)
7. What are the uses of the organic part of soils, and in what state does it exist? (10)
8. What are the uses of draining and subsoiling? (10)
9. In what are run-out soils usually deficient? (10)
10. State the circumstances in which gypsum, lime, bone earth, and alkalis are likely to benefit the soils (10)

 THE A. A. EXAMINATION.

The results of the examination for the certificates of Associate in Arts were declared in the Molson Hall, McGill College, on June 19th. Short addresses were made by Principal Dawson, Canon Norman, Professors Murray, Cornish, Chandler and Darey. The following were some of the points that called for notice in the examination. Though the number of candidates and of competing schools had increased, the standard had risen; the examination was on the whole better than that of previous years. We observe, however, that, as compared with last year, both the highest and the lowest marks are lower. The highest marks for the Associate in Arts in 1881 were 1107; in 1882, they were 1072: the lowest marks in 1881 were 535; in 1882, 526. The High School had for once been beaten, the boy taking the first place belonging to the McTavish School. The Greek paper was on the whole better done than the Latin, though very few took the subject up. The translation was good all round, but the grammar wanted improving. Great improvement was observed in Reading, and the Dictation was very well done. Geology had been taken up for the first time, but by one pupil only. While the Chemistry papers wanted improvement, Botany was well done. The following table

* N. B.—It is optional with candidates to take either Natural Philosophy or Scientific Agriculture.

shows the comparative number of passes taken by different schools this year and last.

	1881.		1882.	
	A. A.	J. C.	A. A.	J. C.
High School, Montreal	19	1	17	
Girls' High School, do.	3	3	15	
McTavish School, do.	2		4	
Collegiate Institute, Hamilton	4	3	3	3
Quebec High School			4	
St. Johns High School	2			
Lachute College	1		2	
Waterloo Academy		3	1	1
Bishop's College School			1	
Missisquoi High School			1	
	31	10	48	4

The following is the list of those who have obtained certificates:—

ASSOCIATE IN ARTS.

Albert G. B. Claxton (McTavish School, Montreal),	1072	Marks
Philip E. Ritchie (High School, Montreal),	1069	"
Alexander R. Johnson (High School, Montreal),	1060	"
John G. G. Kerry (High School, Montreal),	1042	"
William S. Leslie (High School, Montreal),	1021	"
Nevil S. Evans (High School, Montreal),	995	"
Charles P. Brown (High School, Montreal),	966	"
Walter F. Ferrier (High School, Montreal),	944	"
Thomas J. Vipond (High School, Montreal),	931	"
Charles J. Robertson (High School, Montreal),	909	"
William H. Evans (McTavish School, Montreal),	881	"
John T. Crawford (Collegiate Institute, Hamilton),	878	"
Robert S. Ross (High School, Montreal),	874	"
Ronzo H. Clerk (McTavish School, Montreal),	865	"
Arthur Weir (High School, Montreal),	851	"
William A. Home (Quebec High School),	846	"
Adelaide M. Bastable (Girls' High School, Montreal),	839	"
James R. Kinghorn (High School, Montreal),	838	"
Frederick H. Johnston (High School, Montreal),	835	"
Orrin Rexford (High School, Montreal),	825	"
Leslie G. Craig (High School, Montreal),	821	"
Marion Taylor (Girls' High School, Montreal),	816	"
Flora Taylor (Girls' High School, Montreal),	815	"
William Hilton (High School, Montreal),	793	"
Cecil M. Maxwell (Bishop's Coll. School, Lennoxville),	792	"
Ernest Munro (High School, Montreal),	761	"

Brian H. Waud (McTavish School, Montreal),.....	749	"
William A. Logie (Collegiate Institute, Hamilton),.....	748	"
William A. Fyles (Missisquoi High School).....	747	"
Mary H. Ellicott (Girls' High School, Montreal),.....	705	"
Harriet A. Darey, (Girls' High School, Montreal),.....	700	"
Mary J. Metcalfe (Girls' High School, Montreal),.....	687	"
Emily E. Gross (Girls' High School, Montreal),.....	678	"
William R. Bentley, (Collegiate Institute, Hamilton),.....	646	"
Ernest L. Allard (Waterloo Academy),.....	639	"
Florence N. Wilson (Girls' High School, Montreal).....	634	"
George H. Dawson (Quebec High School).....	633	"
James Laurie (Quebec High School),.....	631	"
Elizabeth Christie (Lachute College).....	607	"
Elizabeth Donnelly (Girls' High School, Montreal),.....	604	"
Alice M. Wilson (Girls' High School, Montreal),.....	601	"
Laura M. McLaren (Girls' High School, Montreal),.....	593	"
Mary E. Meikle (Lachute College).....	} equal 587	"
Christina Wilson (Girls' High School, Montreal)		
James H. Woods (Quebec High School),.....	576	"
Phœbe E. Elliott (Girls' High School, Montreal),.....	561	"
Ida F. Smith (Girls' High School, Montreal),.....	549	"
Jane M. Bremner (Girls' High School, Montreal),.....	526	"

JUNIOR CERTIFICATES.

Cora Comfort, (Collegiate Institute, Hamilton),.....	741	"
William F. Graham (Collegiate Institute, Hamilton),.....	629	"
Annie Munro (Collegiate Institute, Hamilton),.....	607	"
Daniel Taylor, (Waterloo Academy).....	407	"

RECENT EVENTS.

McGill University.—The examination for the New Shakspeare Society's Prize, for the session, 1881-82, awarded for knowledge of Hamlet, King Lear, Othello, and Macbeth, will be held in December, 1882.

Rev. Dr. De Sola and Dr. G. W. Campbell.—In Drs. De Sola and Campbell, McGill University and the intel'actual life of Montreal generally have sustained an irreparable loss. Of their services to the branches of University instruction, over which it was their privilege to preside, it will be unnecessary to speak; but we cannot allow this opportunity to pass without offering to their memory this slight tribute of respect, and to their relatives our sincere condolence with their loss.

Bishop's Collège School, Lennoxville.—A meeting of old Lennoxville boys was held on Juné 6th, at Montreal, for the purpose of

re-organizing and enlarging the powers of a committee nominated some years ago for the purpose of collecting a small subscription from "Old Boys" who had been at the school, in order to found an annual prize to be given as the "Old Boys' Prizes," for general proficiency. The meeting was well attended, and resolutions were passed, enlarging the executive power of the Committee, and also authorizing them, in the event of the fund reaching sufficient dimensions, to found a scholarship in addition to the prize for boys leaving the school to enter upon University life, or to apply the surplus to some such purpose, as they should deem most in the interest of the school. The subscription is limited to a single one of \$5 or less from each Old Boy, in order to make it really representative. An appeal is to be issued to all those who have not already subscribed, but in the meantime any subscriptions will be acknowledged by Armine Nicolls, 353 Notre Dame street, Montreal.

Protestant Board of School Commissioners.—The monthly meeting was held on Thursday afternoon, June 15th. The City Treasurer's statement of school tax for 1881 was then read, showing that the school tax on the property of Protestants yielded \$62,683.20, while a little less than 26½ per cent of the neutral school tax added \$3,455.30 to the revenue of the Board. From the total amount of \$66,138.50 the City Treasurer retained \$24,849.48 as interest and sinking fund on bonds, and \$3,459.55 for assessments and water rates, leaving from the school tax a sum of \$37,829.47 available for education. The account further showed that the city has advanced to the Board against the school tax of 1882 the sum of \$8,613.79. The Rev. Dr. Norman and Dr. Dawson were appointed a committee to join the several citizens' committees recently appointed in laying before the Finance Committee of the City Council the urgent needs of the schools. The Secretary was instructed to determine at the earliest opportunity the proportion of Jewish school tax to be paid to the Jewish schools, dividing the amount between them in proportion to the total days of school attendance as by their monthly reports.

LITERARY DEPARTMENT.

DANTE GABRIEL ROSSETTI—CHARLES DARWIN—EMERSON—MATTHEW ARNOLD ON AMERICA—MR. MYERS ON MARCUS AURELIUS—FREEMAN'S WILLIAM II.

Since writing our last summary three distinguished men have passed away, two of the number being of world-wide fame. On April 9, died Dante Gabriel Rossetti, an Englishman of a gifted Italian family, one who will perhaps be better known by the influence he exerted than by his actual accomplishments either as painter or poet. Rossetti was a leading member of the Pre-Raphaelite Brotherhood, formed in 1848, and including Millais, Holman Hunt and Wool-

ner, whose efforts in reforming art were aided by the greater name of Ruskin. Pre-Raphaelitism had been at work in Europe since the beginning of the century, and its operation was a part of the wider spirit of Romanticism of which in another way Sir Walter Scott was the chief exponent. In the view of Rossetti and his friends, the whole art of painting had to be changed by rejecting the conventionalities that had grown up; a new school had to be built, not upon tradition, but upon the facts of nature. In casting aside tradition and conventionality, they, like Revolutionists in Politics, were really in part casting aside experience, and we are not surprised to find that while the English Pre-Raphaelites were distinguished by the reality and fervour of their inspiration, they were ignorant of, or neglected, many elementary and grammatical parts of their art. The work by which Rossetti's name will be best known as a poet, his "Ballads and Sonnets" lately published, shows him to have possessed unique power in dealing with subjects of a weird and supernatural character. Yet his poems are full of artistic crudities and, his sonnets especially, are overcharged with refinements of imaginative and intellectual symbolism. Such poetry as his can only be popular with the few, more especially as it is without the moral earnestness which, in one form or another, is an essential of all really good poetry.

Ten days after Rossetti's death, the world learned that the man who had done more than any other individual to revolutionize modern thought was dead. The works by which Darwin will be best known were published after he had attained the age of fifty. The *Origin of Species* appeared in 1859, the *Descent of Man* in 1871. Nothing is more wonderful than the rapidity with which the views therein put forth have won general acceptance. In explanation of this it must be remembered that the world was ready for the discovery. "The belief that all species," writes the *Nation*, "had originated through derivation from other species, and not through special creation, had been held by a certain portion of the scientific world ever since the time of Mr. Darwin's famous grandfather," and Lamarck had already drawn the attention of scientific minds to the theory of development. But before 1859 no one had suggested a true cause for the origination of new species; this Darwin supplied in his theory of Natural Selection. The naturalist, it has been said, was struck by the peculiar relations of the floras and faunas of the Galapagos Islands to one another and to the flora and fauna of the South American Continent and thus led to speculate on the possible kinship among these organisms. It has been supposed, too, that the sight of the plains of Patagonia, the burial-place of so many species, suggested to him the clue to his subsequent theory. He may also have been influenced by the intensified struggle for existence which is one of the characteristics of life in the present century. To whatever cause we owe Darwin's theory, its effect was almost instantaneous. Darwin, writes the *Academy* reviewer, "made evolutionism at once into the dominant philosophy of modern Europe and America, the key-note of all the fruitful and effective thinking of the present time." The impetus thus given has spread through Religion, Philosophy, Ethnology: it has called Sociology as a science into existence, and its influence is felt in History and

Literature. If from Darwin's work we turn to his life we find that no one has done more by his personal example to gain the respect of the outer world for men of science. As a man, his modesty and courteousness were proverbial; as an inquirer, he is acknowledged by the *Spectator*, a journal that has always rejected many of the conclusions of Darwinism to have been "a most humble cautious and wise theoriser," one of whom it can be truly said that "a pure love of truth completely ruled his mind." Darwin rests in Westminster Abbey, the greatest name in science since Newton, by whom he lies, perhaps too, as he has been called, the greatest intellect of the nineteenth century.

On April 27th, America's foremost and oldest prose-writer followed her foremost and oldest poet to the grave. Emerson has been generally recognised as the greatest development of American intellect, and occupied in his own land very much the position of Carlyle in Great Britain. This is attested by their titles of the Sages of Concord and Chelsea. Between the two men there was much similarity amid dissimilarity. Destined for the church they both found their way to letters, after having done work as schoolmasters. Both were at the same time Transcendentalists and Rationalists, both again seers rather than reasoners, both contributed to human progress an impulse rather than a system. Both alike attempted poetry, but, though Emerson's poems are superior to Carlyle's, it is impossible to regard them as much nearer to the true standard of poetry. "He philosophised like a poet, and wrote poetry like a philosopher; wherefore specialists in both kinds are disappointed with him." The prose style of both was *sui generis*; Carlyle, like Persius, locking up the meaning of his sentences in allusions, Emerson packing his gospel into epigrams. They were both somewhat hazy in their purely literary verdicts, though here Emerson was certainly ahead of Carlyle. On the other hand the two sages stand in strong contrast. Compare Carlyle's voluminousness and width of range with Emerson's scanty work; compare Emerson's success as a public speaker with Carlyle's deficiency in this respect. Emerson was an optimist, Carlyle practically a pessimist. The former sympathised with and co-operated in the great movements of reform in his time, the latter viewed them with contemptuous indifference, often with distrust. The influence of Emerson, if less definite, was certainly healthier than Carlyle's, but Emerson has left no school behind him. Carlyle was one of the greatest humourists of the century, Emerson's writings show little more than wit. Thus while we unhesitatingly give the palm of intellectual greatness to Carlyle, that of moral greatness lies with Emerson. To him and his life the words of Milton have been justly applied:—"I was confirmed in this opinion, that he who would not be frustrate of his hope to write well hereafter in laudable things, ought himself to be a true poem."

Matthew Arnold's Word about America in the *Nineteenth Century* has naturally attracted much attention. That a man should write about the social life of a people whose shores he has never visited, argues great subjective faith in his literary discernment; unhappily it has this time misled him. It is hardly necessary to point out that the class of people which Mr. Arnold has nicknamed Murdstone is appreciably smaller in the United States than in Great Britain. But

everything that Matthew Arnold writes is worth reading, if only for his incomparable style and for the cleverness with which he manages an argument. The terms Barbarians, Philistines and Populace for the upper, middle and lower classes in Great Britain are of common occurrence in his social articles; some of our readers, however, will be amused by reading the description of these classes taken from the work in which they first appeared (*Culture and Anarchy*):—"All of us, so far as we are Barbarians, Philistines or Populace, imagine happiness to consist in doing what one's ordinary self likes. The graver self of the Barbarian likes honours and consideration; his more relaxed self field-sports and pleasure. The graver self of one kind of Philistine likes business and money-making; his more relaxed self, comfort and tea-meetings. Of another kind of Philistine the graver self likes trades' unions; the relaxed self, deputations or hearing Mr. Odger speak. The sterner self of the Populace likes brawling, hustling and smashing; the lighter self, beer." The term Philistine has a long pedigree, but came to Mr. Arnold immediately from Carlyle. Murdstone, the religious Philistine, and Quinion, the jocular, are of course from Dickens's *David Copperfield*.

A most interesting and suggestive article appeared in the *Fortnightly Review* (May number) upon Marcus Aurelius Antoninus, from the pen of Mr. Frederic W. H. Myers. We commend it to the attention of our readers. After a short account of later, as distinct from early Stoicism, preparatory to the account of Marcus Aurelius that follows, the writer indicates his views as to the causes that led to the triumph of Christianity throughout the Roman Empire. This he regards not as an anomalous or an isolated phenomenon, but as a triumph along the whole line of a current of tendency which had coexisted obscurely with the State religion, patriotism and philosophy, almost from the beginnings of the city. The anomaly existed, if anywhere, in the source from which the new impulses came. Mr. Myers' view is summed up in the words: "The introduction of Christianity at Rome was the work not only of Peter and Paul, but of Virgil and Varro." Thus in analysing the religious thought of Virgil, the writer discovers three separate elements, his conservatism which shows itself in enforcing the traditional worships; the new fusion of the worship of Rome with the worship of the Emperor; and a Pythagorean creed, which formed the dominant pre-occupation of the poet's later life.

In his two volumes on the Reign of William Rufus, Mr. E. A. Freeman continues his work on the Norman Conquest. The period from the accession of William Rufus down to the overthrow of Robert of Bellême by King Henry was the time in which was worked out the problem of reconciling the English nation to the Norman Conquest, of nationalizing, as Mr. Freeman expresses it, the Conquest and the dynasty which the Conquest had brought in. In William himself we have presented a man of great mental gifts and strong character, endowed with the power of imposing himself on others and commanding obedience, but without the constancy of purpose needful to accomplish great ends. His high courage and occasional generosity were nearly allied to an overweening self-confidence and pride, which made him careless of other

men's rights and regardless of their judgment, and his disregard of general opinion led him to defy openly all restraints of religion and morality. His contempt for the Saints and for omens and his toleration of the Jews might in some eyes seem creditable, but they were only forms in which he showed his contempt and dislike for all that the faith of his contemporaries held dear; while his blasphemous speech came fitly from the mouth of one whose way of life was so utterly foul, as to be something novel to an age which was certainly not strait-laced. As to his mysterious death, Mr. Freeman commits himself to no theory, contenting himself with discussing the various versions with reflections. Another matter of interest which comes out very strongly is the growth of feudalism as a system. We are shown how under the hands of the clever and unscrupulous Randolph Flambard, the law was developed in this direction. In his exactions of the incidents of feudal tenure Flambard probably only pushed to excess customs that were already recognised.

R. W. B.

AUTHORIZED LIST OF TEXT-BOOKS.*

His Honour the Lieutenant-Governor has been pleased by Order in Council, dated the 26th of January last, (1882), to approve the books recommended by the Protestant Committee of the Council of Public Instruction, at the sitting of the 23rd February, 1881, for use in Academies, Model and Elementary schools of the Protestant Population of this Province, as set forth in the resolution passed by the said Protestant Committee, to wit:—

1.—ENGLISH READERS.

The Canadian National Series, viz :
 First Book of Reading Lessons, 1st Part.
 First Book of Reading Lessons, 2nd Part.
 Second Book of Reading Lessons.
 Third Book of Reading Lessons.
 Fourth Book of Reading Lessons.
 Fifth Book of Reading Lessons.
 The Advanced Book of Reading Lessons.
 Constable's Series of Readers.
 The Royal Series of Readers.
 Gage's English Readers.

2.—ELOCUTION.

Andrew's Dramatic Reader.
 Bell's Elocution.

* Reprinted by order of the Protestant Committee of the Council of Public Instruction.

3.—ENGLISH SPELLING.

The Canadian Spelling Book.
Morell's Manual.

4.—WRITING.

Payson, Dunton and Scribner's Primary and School Courses and National System.
The Spencerian System of Penmanship.

5.—ARITHMETIC.

Smith and McMurchy's Elementary and Advanced Arithmetic.
McVicar's Elementary and Advanced Arithmetic.
Sangster's Elementary and Advanced Arithmetic.
Hamblin Smith, with Kirkland and Scott as Elementary.

6.—ENGLISH GRAMMAR.

Morrison's Grammar.
Bullion's Grammar.

7.—COMPOSITION.

Swinton's School Composition.

8.—GEOGRAPHIES.

Lovell's Series of Geographies.
Calkin's Elementary Geography.

9.—MODERN HISTORY.

Freeman's Outlines of History.
Collier's British History.
Collier's Great Events.
Creighton's Epochs.

10.—ANCIENT HISTORY.

Primers of Greece and Rome.

11.—HISTORY OF CANADA.

Miles's Child's History of Canada.
Miles's School History of Canada.
Jeffers's History of Canada.

12.—ALGEBRA.

Colenso's Algebra.
Todhunter's Algebra.
Hamblin Smith's Algebra.

13.—GEOMETRY.

Euclid.
Young's Solid Geometry and Conic Sections.

14.—TRIGONOMETRY AND MENSURATION.

Galbraith and Haughton's Trigonometry.
Chambers' Practical Mathematics.

15.—LATIN.

Smith's Series of Latin Books.
Bryce's First Latin Book
Bryce's Imitative Latin Exercises.

Public School Latin Primer.
Latin Authors.

16.—GREEK.

Smith's Series of Greek Books.
Bryce's First Greek Reader.
Bryce's Second Greek Reader.
Greek Authors.

17.—ENGLISH LITERATURE.

Brooke's Primer.
Trench's Study of Words.
Trench's English Past and Present.
Hales's Longer English Poems.
English Classics.

18.—FRENCH.

Duval's Juvenile Course.
Duval's Elementary Grammar.
Duval's Lectures Choisis.
Darey's Dominion Phrase Book.
Darey's Lectures Françaises.
Fasquelle's Introductory Course.
Fasquelle's Advanced Course.

19.—SCIENCE.

Cutter's First Book of Physiology.
Gray's How Plants Grow.
Gray's First Lesson in Botany.
Science Primers of Chemistry, Physics, Geology, &c.
Dawson's Lessons on Scientific Agriculture.
Dawson's Handbook of Zoology.
Buckton's Health in the House [Miller's Edition].

20.—BOOK-KEEPING.

Johnson's Book-Keeping.
Payson, Dunton and Scribners's Book-Keeping.
Beattie and Clare's Book-keeping.

21.—SINGING.

Canadian Three Part Songs.

22.—MAPS.

Nelson's Series.
Johnson's Series.

23.—DRAWING.

Walter Smith's Freehand Drawing.

24.—ART OF TEACHING.

Morrison's Art of Teaching,
Currie's Art of Teaching,
Abbott's Teacher.