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THE  
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OF THE  
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**Articles : Original and Selected.**

**THE OLD SCHOOLMASTER.**

CHAPTER IV.

If learning hath no royal road its own,  
There is at least a seeming choice of way  
To reach the goal of thought—to win the crown  
That ornaments the soul's activity.

As my readers have already been informed, the retreat I have chosen for myself beyond the turmoil of the great city is by no means a mere solitude, where care, as it were, sits in my presence brooding over what might have been. Besides the one or two friends who visit me regularly, I have many acquaintances who drop in occasionally to exchange ideas with me on this or that question, just as it arises in our desultory conversings. Indeed, hardly a week passes in which some incident does not occur, unimportant as it may be, in connection with these friendly visits, to wile away the time in some intellectually interesting kind of a way, or to strengthen me more and more, the older I become, to avoid what has been called a set way of thinking about things.

For instance, not very long ago, there was a pleasant little gathering at the cottage which many of my readers may possibly care to hear about, inasmuch as the conversation at the table, by some chance or other, found its way towards the discussion of the opinions enunciated in the preceding chapter of this narrative. To describe the party, as some would have called it, is no business of mine. Were this a novel I am writing, of course I would have to pause over a minute description of all

who were present, from the colour of their eyes to the fashion of their clothing, and possibly wind up with an enumeration of the dainties which had been carefully brought together for their entertainment. But I never interfere in such matters. My sister has had charge of domestic affairs at the cottage ever since the cottage became mine, and were I to interfere, or, in other words, make a false quantity in my description, I would hardly be likely to escape the animadversion which rightly falls upon those who intermeddle in matters which they do not understand. It is sufficient for me to say that, so far, I have never heard any of my friends complain of the way in which my thrifty housekeeper has dispensed my hospitalities, and therefore it may be taken for granted that everything had been arranged to the satisfaction of my guests on the evening in question.

Of the persons present there were four besides ourselves—the clergyman and his wife, the schoolmistress of whom I have previously spoken, and a young undergraduate, a former pupil of mine who had become a friend of the household almost without any one noticing how he came to be so,—and when I venture to say that we formed altogether a pleasant little gathering, I say no more than what I really mean to say. The six of us had all met before, and not only knew of, but knew each other so familiarly that we could readily dispense with that diffidence of manner which, in my opinion, is the worst of bad manners in company, seeing it perverts conversation, and leads the argument hither and thither, making a confusion alike of thought and speech. Yes, we knew one another, and therefore could speak our minds freely in one another's presence, and when the minister happened to say that he agreed with me in regard to the manner in which mental phenomena should be studied by teachers, I felt encouraged to pursue the subject.

“You place the memory in the first rank of our mental faculties, I see,” he said, “and I think you are right, though you do not follow the plan laid down by the psychologists who have written our text-books on the mind and its functions.”

“No,” said I, “I do not follow their plan, which, in my opinion, is dreary in the extreme to the young student. The memory is the mirror before which all the mental faculties come into play; and if we wish to examine the mind and its functions, it must be *our own* mind we examine in the light of *our own* memory or recorded consciousness. The botanist or the chemist has to find his phenomena without; but the mentalist, if I may be allowed to coin a name for him, finds his phenomena within. The man who has never taught is more of an adept at

teaching than is the man at watchmaking who has never examined a watch. In the former case an apprenticeship has been served under nature's guidance—the novice has conducted a school within the chamber of his own soul—he knows something of the working of his own mind, and hence may not be altogether unsuccessful as a teacher of others, even without the experience to be gained at a normal or training school."

"Then you consider the memory not only a storehouse, but the arena in which the mental faculties are to be observed in operation," said the undergraduate with appropriate modesty.

"Certainly," I replied, "and hence, naturally enough, it ought to be examined first of all by the student-teacher. Memorizing is not merely an act of learning so as to remember; that is, the full and completed act of memorizing is not. *True memorizing is an act of perceiving so as to understand, in order to reproduce,*" and I carefully emphasized my last words.

"Which means, I suppose," said the schoolmistress, "that I must not ask any of my pupils to learn anything which they do not understand."

"That may be as you find it consistent rather than convenient," said I. "If you were to carry out such a practice in every detail, how would you get on with your class in spelling, in the multiplication table, or even in geography or history, as far as the learning of names and dates is concerned?"

"But you think as I do, all the same. I am sure," she said, smiling dubiously, and looking round at the others in such a way as if she were asking them to come to her rescue, if she should be called upon to take an active part in the discussion.

"In a certain sense I do, when we are dealing with knowledge possible or active, and not with what we may call accessory knowledge. Now, do not imagine that I wish to follow the example of the writers of our text-books in using abstract terms. There are three stages in the process of memorizing—the acquiring, the storing, and the recalling. In a word, there is a seeming business round in our mental operations. The wholesale merchant makes his purchases from the manufacturers or the collectors of the raw material, stores the goods within the chambers of his warehouse, and afterwards, as a third stage, brings these goods forth from their respective shelves, when his retail customers call for them as trade activity demands. And in like manner we collect the raw material assimilated to some extent by sensation and perception, store these experiences as *possible knowledge* within the memory, and afterwards, as a third stage, recall them as *active knowledge* by an effort of the will

when our other faculties require them to sustain their activities. In these three stages is involved the general classification of mental science. Understand these and the faculties employed, and you have entered upon the study with an assurance of success. And now, my dear, to answer your question, I may say that possible knowledge, to be of service as active knowledge, involves the memorizing that is not the mere learning but the understanding of a thing in all its part; and it is in the acquiring of such knowledge that you may say to your pupils, I want you to understand before you learn."

"But what do you mean by accessory knowledge?" asked my *protégé* the undergraduate. "You have spoken of it as being neither possible knowledge nor active knowledge."

"I am not sure that we can separate it altogether from these, but there is certainly some material which seems to have no meaning that has to be memorized. To be able to spell a word is to possess knowledge; and to know the dates, 1066, 1215, or 1815, is also knowledge, but only being akin to, and not identical with, possible or active knowledge, I have given it the name *accessory knowledge*."

The clergyman hereupon remarked that he considered my classification of knowledge into three divisions a very fortunate one for the student, and gave it as his opinion that a new and improved text-book might be written for our teachers, taking such a tripod for a standpoint.

"I always find," he continued, "a subject easy to memorize when I can group it into three divisions. The mere mechanical operation of *learning by heart*, as it is called, is easy when the process deals with three items at a time, at least, I always find it so when I have anything to learn by rote. But there is a further advantage in your grouping of mental science round the memory as a nucleus: it simplifies a subject which has always been more or less of a bugbear to the general run of readers. After what you have said, it seems to me that the process of thinking could be easily illustrated by the simple diagram used in illustrating the laws of reflection of light,—the mirror being the memory; the incident ray indicating the acquiring; the recipient surface the storing; and the reflected ray the recalling process."

Pleased as I was with the clergyman's encomium, I suggested, in a bantering kind of a way, that we ought to take out a patent for our discovery, and at once secure the holiday services of *mon élève*, the undergraduate, to realize on it, if not to the pecuniary advantage of himself, at least to the advancement of learning.

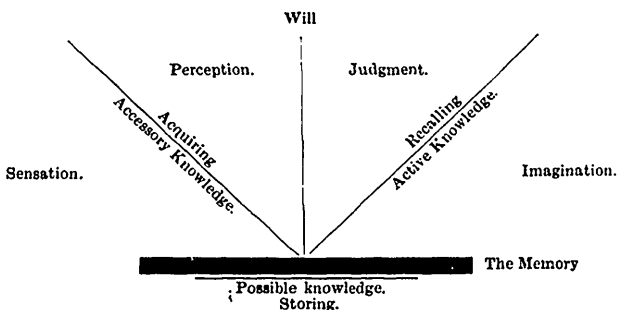
"I am very much afraid such a patent would sell less advantageously than a new mangle," exclaimed the clergyman's wife.

"Or a new and improved carpet-sweeper," said my sister, joining her in the laugh against us.

"And yet it is calculated," returned the minister, "to mangle the remains of some of our text-book writers, and would probably sweep away many of the cobwebs which have obscured the study of mental science as far as the ordinary reader is concerned."

"I am afraid the ladies are right, however," said I, "as they usually are. The Samaritans have but few dealings with the Jews, and it is no doubt the Jews, as usual, who are to blame. The field of thought is, after all, but a very narrow enclosure, where only the loiterers seek to escape from what are called the practicabilities of life; at least, so it is looked upon by many of our commerce men, who have no time to loiter. To set up a market stall in such an enclosure would, I am afraid, only end for us in financial straits. Even the loiterers themselves would hardly look at our wares, and as for calling any of them new or original, the idea is preposterous. Discovery, forsooth! Why, in the opinion of some, there has not been a discovery in the realm of mental philosophy since the days of Plato and Aristotle. There has been nothing but a running round in a circle, in which there has been some overlapping of thought, but no getting beyond the long-trodden course. As for my suggestion, to start with an examination of the memory, as the world within us which we have made for ourselves, as the foundation of all that we have, it is no more a discovery than the manufactured glassware which some of our less reputable jewellers pass for diamonds. Besides, if it were a discovery, it would be sure, sooner or later, to betray some flaw or other, which in itself would be sufficient to send it to the ash-heap of unthinkable things. For instance, what a debatable ground there is in the definition I have given of accessory knowledge. Were our philosophers really to condescend to examine it, in order to see wherein it differs from knowledge possible and active, there would be little of me left either in reputation or character within the next three months. Talk of mangling! Why, there would be nothing left of me to mangle. The faintest traces of everything like knowledge in my mind would be declared as having been long obliterated. Indeed, to have made a false quantity in my Latin or Greek would be accounted nothing to the disgrace of my seeking to explain in concrete form what, in the estimation of so many mentalists, should never pass out of

the mist of the abstract. Ignoramus indeed! Why, I would be called an idiot. Just think what laughing there would be were I to exhibit this as my fundamental plan for the examination of mental science, and yet there is really neither harm nor



nonsense in it, if the student uses it as a guide and not as a representation true in all its parts," and hereupon I passed round a diagram pencilled on a card I had taken from my pocket, and of which the above is a copy, in accordance with the minister's suggestion.

The conversation, of course, did not end here, for the diagram contains terms which the schoolmistress was anxious to have defined. This, however, I refrained from doing, remarking that the definition is the last thing to be thought of, when a subject is to be investigated after the natural method.

"The study of any subject," I continued, "should be pursued on the plan of a properly arranged oral or object lesson. And I would urge upon you, my dear, when you give an object lesson to your young people, never to forget to get them to leave on record in a simple sentence, or in a series of simple sentences, the substance of the information they have been able to pick up concerning the object viewed as a whole, during your conversation with the class. The seeming failure of the object lesson as an educational means to an end may readily be traced to a neglect on the part of the teacher to induce the pupil to reproduce the mind-experiences gained during the time the lesson lasts. The enunciation of the possible knowledge that may become active is too often overlooked. And not otherwise is it with the most of school learning or memorizing. The definition is only an effect of thinking or memorizing, not the cause of it; hence we should never begin with the definition where the training of young people is concerned; and, just as faithful to our function as teachers in another direction, we

ought never to neglect it. In its place, it is absolutely necessary as a condensed enunciation of mind-experiences."

"Then, perhaps, it is time we were coming to the definition of memory," said my sister, with a gentle hint in her words.

"Which means, of course," as I said rising from the tea-table, "that I have been doing enough of talking, if not the most of it."

A proposition was now made that I should turn to the fine arts, and give the company an air from my flute, but I quietly set the request aside by placing *The Teacher's Dream* in the hands of the schoolmistress, and by asking her to read a selection from the beautifully illustrated booklet. And this is what she chose :

Culture is not everything,  
Farmers must not always hoe ;  
Undisturbed, the roots of mind  
Oftentimes the deepest grow.

Action is not always gain,  
Crystals form when left at rest ;  
What the teacher leaves undone  
May perchance be done the best.

Haply inattentive Tom  
Thinks a thought beyond my reach ;  
Peradventure Ben may dream  
More than algebra may teach.

"How pretty and even apropos!" exclaimed the clergyman. "There you have your three kinds of knowledge well illustrated, the algebra representing accessory knowledge ; the roots growing deep, representing possible knowledge ; and Ben's dream, like a crystal, forming an example of active knowledge."

The schoolmistress, in handing back to me the selections from which she had read, suggested that I should now give them the definition which my sister had asked for as we were leaving the tea-table, seeing I had overlooked the general request to have a tune from my flute.

To satisfy her importunity, I passed across the room to the book-case in which I have my collection of teacher's text-books, and selecting one of the latest published, turned to the page containing the following :—

"We started by saying that memory is the ideal revival (the mental recall, I suppose the author means) and recognition of a past experience. What does impression mean? Or, as we might say, my dear, what is meant by sensation? Look at an object. Vibrations from that object will fall upon your eye, and an inverted image of it will be formed upon the retina, which is



an expansion of the optic nerve. The image is made by the arrangement and vibrations of the substance constituting the retina. The movement in the small particles of the retina involves force. This force is transmitted into the brain,—into the visual centre. This centre is situated at the back of the head—the occipito-angular region. The force on reaching its cell—destination—brings about a vibration in the substance of that cell—a re-arrangement in the molecules of its contents. This cell modification we may call impression, and the consciousness of this impression may be called sensation.”

“There, my dear, you have the definition of sensation in a concrete form, and no mistake,—reduced to the consciousness cells and vibrations. I suppose the author means to infer that the memory is the final series of nerve cells in the brain, on which the impression is made; that is, among which the vibrations take place; for he proceeds to say that reproduction means the re-excitation of the same series of cells, the first movement involving a molecular re-arrangement among the cells, and the second movement, or the effort of recalling, being neither more nor less than an excitement of the brain tissue thus re-arranged.”

“But who is it that has made observations of these molecular vibrations?” asked the undergraduate somewhat hurriedly.

“That is more than I can say,” I replied, “though the writer speaks of Dr. Ferrier as his authority for such a definition of the memory; but neither Ferrier nor Carpenter ventures to speak of these cell modifications and vibrations as something of which they are certain. Indeed, the latter says in unmistakable language that we have at present no certain knowledge of the mode in which the recording process of the memory is effected, and contents himself by defining memory as the reproduction of past states of consciousness. The definition of memory, sufficient to serve the teacher’s purposes, as has been said, has been given as the power of getting anything into the mind, so that it can be got out again when wanted; but the definition applies only to the process of memorizing, and not to the memory itself as something to be recognised objectively. Indeed, I never have had the inclination to enter on a prolonged search for a normal definition of memory, but for your sake will merely follow the inductive method, by giving you a collection of the varieties of memory that have come under my notice from the moment I was sent to school. With my own memory as a standard, I have been able to follow the laws of comparison in attaining to some certain knowledge in regard to the memory as an organism,—as a something to recognise.

**Editorial Notes and Comments.**

The approach to the annual written examinations quickens the school-life of the province, and brings us all face to face with the requirements of the system under which we are working, and their practical bearing as a test of the year's work accomplished. The fact that the school examinations this year will be even more of a test than heretofore lends additional interest to the coming event of the year, and the indications are that the schools are all pretty well in line to pass the ordeal with credit. A circular will shortly be issued to the principals of our Superior Schools asking for statistics on which the preparations for the examinations are based, and it is important that these should be returned at the teacher's earliest convenience. The responsibility of having these examinations conducted with due attention to every regulation rests in a great measure upon the principal of the school, and he should feel it to be his duty to study carefully every regulation which bears upon the matter, in order that there may be no occasion for subsequent complaint. The reports of the examiners for the last year should be critically considered. They appeared in the November number of the EDUCATIONAL RECORD. It would indeed be gratifying to report this year that the manner of conducting the examination gave every satisfaction; and the teachers, in order to assist all in realizing such a result, should bear in mind that what may appear to them for the moment to be an unimportant matter of detail is of very great importance to the examiners when thousands of papers have to be corrected. The appearance of the papers this year in their neatness and arrangement will be considered, and receive recognition in the marks made upon them for the special bonus, and on no account should they be written on anything but the regulation size of paper. These and other items, however, will be mentioned in the circular, and hence we may content ourselves by reproducing the examiner's words in regard to last year's paper. "Every teacher knows how much easier it is to correct, without the possibility of doing an injustice to the candidate, a neatly-written and properly-arranged paper, than one which is neither of the regulation size nor clearly written out; and yet no less than twelve schools have altogether overlooked the easily-understood regulation—'The answers of the pupils shall be written upon half-pages of foolscap paper fastened together at the top left-hand corners,' while one of the academies and two of the model schools sent in papers which would lead one to

suppose that the teaching of writing is no part of school work. If all were to follow the example of the schools deserving the highest credit for the manner in which the answers were written, there would certainly be produced a fine educative effect, for there is as much progressive mental training in learning *how to answer* as in learning *what to answer*. As an inducement to those of our teachers who are, perhaps, not as careful in this connection as they ought to be, I would suggest that in future a special mark be given for this, just as there is a mark given for the specimen sheets sent in to the Department, and that such a mark be also an element in the award of the special bonus to any of the schools." If any of the teachers have any suggestions to make in regard to the routine of the examination they should send them in to the Department at once.

—Inspector Taylor has evidently been finding specimens in his new experience; but he must not run away with the notion that he has found a new specimen of the genus *homo* in the commissioner who condemns heedless of facts. We doubt very much if there is a community in our province, or even in any other province, in which the illogical critic, with his pockets full of fallacies, is not to be found retailing his adulterated wares in the stores or at the street corners from one end of the week to the other. Of course the people know him, and can tell you all about his antecedents and his idiosyncracies; and yet, strange to say, they are none the less inclined to put faith in nearly everything he says about public affairs, and especially about individuals. Hence, when we come across him it is necessary for us to deal gently with him and his so-called arguments. Of course, he does not wish to be convinced that he is wrong, for that would only be a loss of prestige and calamity to his conceits. He will tell you with the blindest nonchalance that the systems of to-day, in every branch of industry, are not what they were; and yet, when search is made for his *data*, one generally finds that his knowledge of the present is as superficial as is his reading of the past. To approach him on the question of education is to apply a spark to his enthusiasm as one erudite on the negative side of the question. His indignation even grows warm as facts stare him in the face. What does he care for facts? He knows what he is talking about. He has his opinions, and these are sufficient for him and ought to be sufficient for other people. Indeed, even after everything has been said in his favour that can be said, the man is not a very pleasant person to deal with. To say the least of it, any

attempt to convert him is always unsatisfactory, since he is almost sure to say afterwards that he had the best of the argument, and is even ready to blame those who approach him with good intent for saying what they did not mean to say, and even for what they never did say. It is needless to remark that not only our teachers, but our ministers and other public men, have to suffer at the hands of such a man; and yet there seems to be nothing for us to do but to bear patiently with his peculiar way of looking at things. Perhaps after all the crank is a necessity to the community, and it is perhaps only the ordinary thinker who is short-sighted in not seeing that he is so.

—The Report of the Superintendent of Public Instruction has been received, and from its well-arranged pages and statistical tables we glean the following facts in regard to the educational progress of the province. The number of municipalities is 1,196; the number of schools in operation, 5,318; the number of pupils, 266,116; and the number of teachers, 8,942. Any inspector or teacher who may meet with Mr. Taylor's specimen, or another of the same genus, will do well to present to him the tenth page of the Hon. Mr. Ouimet's Report. In it are to be found figures which ought to satisfy any sane man of the progress that has been made. But we will refer to this on another occasion. In his general statement, Mr. Ouimet refers to the present arrangement of the inspectoral districts, and recommends that the remuneration given to the inspectors should be increased. After pointing out how many days of the year are at the disposal of an inspector, he says that in order to arrive at a greater degree of efficiency, there are two ways of dealing with the matter. The first involves the re-arrangement of the districts and the employment of a larger number of inspectors; the second, which in the Superintendent's opinion would produce better results, would have for its object the visiting of the present districts in such a way that the labour of the inspector would be as far as possible equalized, and an additional remuneration at so much a visit for each school be paid. There are also some interesting facts in regard to the administration of the department and the amount of labour involved in the various offices. The volume, which covers over four hundred pages, includes the Reports of the Inspectors, of the Normal Schools, of the Universities and Colleges, and the usual statistical tables. At the end of tabular statements there is given the minutes of the meetings of the Council of Public Instruction and its two Committees. Altogether, the Report is full of interest to the Canadian educationist. The arrangement

followed in the tables is perhaps simpler than that of the educational reports from the other provinces of the Dominion, while the evidence of advancement in every department of our educational work can be readily collated from nearly every page of its easily-understood contents.

—In this connection it ought to be borne in mind that a system of education, like any other system, ought not to be judged by what it is not, but by what it is meant to be and what it does for the people. Educational systems are a growth. As has been said by a writer of some note: "No one particular age can prescribe the methods for succeeding ages; no one nation for all succeeding nations; no race for all other races. Schools are an organic growth. They represent more or less perfectly the wants and spirit of the nation. Modern methods of teaching and administration should, therefore, represent the existing state of knowledge and civilization, not the obsolete learning methods or administrations of past ages." And, as Herbert Spencer also says: "Educational systems are not made, but grow; and within brief periods the growth is insensible." And if the critics of our system would only keep this axiom in view, they would be more likely to favour the efforts that are being put forth to improve our province educationally in the direction of the necessities of the people of the province. For example, the Rev. Mr. Williamson has laid before the readers of the RECORD a scheme and a contrast. In our opinion, the scheme is somewhat premature, and the contrast a little out of place. There can be no harm, however, in discussing the scheme, for in reaching out towards the higher standard we may materially improve our curriculum in the direction of our necessities.

### **Current Events.**

—At a meeting, under the presidency of Professor Pirie, Dr. Ferdinand made an interesting statement of the results of investigations made into the condition of the eyesight of children attending public schools in Aberdeen. In schools where the hygienic precautions were at their minimum, Dr. Ferdinand said he found that out of 200 children 34 were suffering from long-sightedness, and in a school attended by middle-class children there were 94 out of 632 who had long-sight. The net result of his investigations was that out of 832 children examined 128 were long-sighted, 143 short-sighted, and 13 had other diseases affecting the vision, making a total of 284, or very

nearly 34 per cent. Dr. Ferdinand added that out of the 284 there were 271 who would have been benefited by wearing eye-glasses. In point of fact, however, he only found three children with spectacles. The chairman remarked that out of a class of 100 students at the university he got something like 15 requests every year by students to get into the front bench, so as to be nearer the blackboard. The opinion was also expressed by several of the teachers present that short-sightedness was greatly on the increase.

—To have drawing taught, not as the foundation of an artistic career, but as an essential subject in the education of children, is the general aim of the "Drawing Society of Great Britain and Ireland," whose first annual meeting was held under the chairmanship of Sir James D. Linton, President of the Royal Institute of Painters in Water Colors, supported by Sir Douglas Galton, Mr. Lyulph Stanley, the Rev. Brooke Lambert, and Mr. T. R. Ablett, director and secretary. Foreign competitors, it was pointed out, teach drawing to every boy and girl, whereas not one quarter of English children are taught. Millions of money are wasted by English operatives because of their ignorance of the principles of art. The country was thus heavily handicapped in the markets of the world, and the disadvantage would be more largely emphasized in the future unless the Education Department became alive to the situation, and made up its mind to more fully recognize the importance of drawing in the Code.

—In Lorraine, Germany, the school authorities have determined upon the removal of a considerable number of teachers who have so far failed to learn German. The authorities say that a teacher who cannot learn the language of the land in eighteen years is either idiotic or evil-minded. In either case he is unfit to teach in Germany. The vacancies are being filled by teachers from the older provinces of the empire, men who can speak German and French equally well. This is an irony upon the "natives" who cannot learn German.

—The Education Department at St. Petersburg has just published statistics, according to which only 12 per cent. of the population of Russia can read and write. The number of primary schools is 38,000 for a population of 100,000,000. These are interesting facts, considering the part which Russia seeks to play as the apostle of civilization in the Balkan States. In Bulgaria 7.5 per cent. of the population can read and write.

—The *Popular Science Monthly* has made the statistical discovery that in some of the more illiterate districts of the United

States the proportion of the criminals to the general population is very much lower than in the districts where every attention is given to education. This startling observation is further supported by the statement of a gentleman connected with one of the penitentiaries on the other side of the line that a large proportion of the prison population in his state is of the educated class. In answer to these significant facts it is not to be wondered at if the superficial thinker should urge them as an argument against our systems of education. The editor of the *Wisconsin Journal of Education*, however, looks at the matter in this light. "It is very useful," he says, "to have such facts as these brought clearly to view, and to investigate thoroughly their relation to and bearing upon our system of public school education. So far as they serve to intensify the purpose to make the chief aim of the schools the formation of sturdy and upright character they will be valuable. It may be that a careful and detailed study of them will reveal some relation between special kinds of training and subsequent delinquency, for it seems probable that close adaptation of instruction to the needs of life tends to wholesome living. But it is easy to draw hasty conclusions from such facts. The conditions attending them are very complex. Where the percentage of delinquency is greatest population is also the densest, the commercial-industrial spirit is most intense, and the struggle for existence is sharpest. The strain is greater and consequently the number of wrecks is greater. The school is one agency, a public agency, for palliating the effects of these conditions. It is not the only agency for this purpose, but shares the labor with the home, and the church, and social organizations. A careful study of the possibilities of rendering any or all of these more efficient is certainly wiser than to proclaim any one a failure." Nor does the writer of this paragraph see any reason for changing his views on the subject when he wrote these words: Progressive knowledge seldom, if ever, provokes to evil. The leaven of good developed by mind improvement neutralizes the leaven of evil associations in the process. Mere knowledge does not fortify a man against temptation; but the process of acquiring it certainly does, in as far as that process involves mind development, and the strengthening of the will-power through mind activity. Besides, the more knowledge a man acquires, the higher becomes his rank in the social scale, and the greater grows his watchfulness against temptations which lead to moral and social ruin. The respectable man has always more to lose than the outcast, and inasmuch as the intelligent man is ever anxious to take

rank with respectability and keep it, his precautions against his moral weaknesses multiply as his intelligence continues to raise him higher and higher in the social scale. The mere fact that educated men frequently exhibit in their lives the immorality of the confirmed criminal is often urged as an argument against what has been called over-education, and yet the most intelligent defaulter that has ever been caught or punished will tell those, who are so unthinking as to press such an argument, that his crime did not originate from his having too much knowledge, but from his having too little. In a word, intelligence is not antagonistic to morality. As social forces they advance hand in hand, however appearances in individual cases may sometimes be against such a doctrine.

### **Literature, Historical Notes, etc.**

In all, there are nearly three thousand languages and dialects, classified into about eighty original languages, and included under the three greater divisions which are known as (1) the Monosyllabic, (2) the Agglutinate, and (3) the Inflectional. The first of these includes all languages which are distinguished by the general use of roots in their bare form. The Chinese is a prominent type of this class. The second, comprising the American Indian as the most important, recognizes as a principal feature the grouping of secondary roots around a primary, in words which sometimes embody a whole phrase or sentence. The third comprehends language in a more advanced stage, in which the sentence is so constructed that even the relations of words are marked by special signs or inflections. This last class is sub-divided into the two great families, the Aryan and Semitic, the former being sometimes called the Indo-European, the latter including Hebrew and Arabic.

The most satisfactory investigations of the philologist have been those which confirm the sub-classification of the Indo-European family. At Calcutta, in 1784, was organized the Asiatic Society, having as one of its chief aims the collecting and arranging of all that was known about the dialects of India. Sir William Jones, one of its most active members, was immediately struck with the remarkable similarity between the Sanskrit and the Greek, appearing as it did, not only in the pure roots, but even in the inflectional forms. The theory that these languages had sprung from a common source at once gained ground. This led to further research, until at last a mass of information was secured, which seemed to establish the belief that, long before historic times, there had existed a nation some-



where south of the Caspian Sea, from which had radiated, at different periods, the various tribes, who afterwards peopled the greater part of Western Asia and Europe, carrying with them their mother tongue as the foundation of a language to be developed by social and political changes during the lapse of subsequent centuries. Thus far does the theory of science correspond with sacred history.

As the name Indo-European implies, the Aryan family consists of two branches, the eastern and western. The western or European branch has been divided into (1) the *Celtic*, once the principal language in Europe, but now confined to Wales, Brittany, the west of Ireland and the Highlands of Scotland; (2) the *Greek*, still spoken in Greece; (3) the *Latin*, the language of the Romans, from which have originated the modern Ita'ian, French, Spanish, Portuguese and Wallachian; (4) the *Slavonic*, comprising Illyrian, Russian, Polish and Lithuanian; and (5) the *Gothic* or Teutonic, including German, Dutch, Swedish, Danish and Anglo-Saxon, the basis of our English.

#### ARBOR DAY.\*

When summer tints the spring's pale cheek,  
 And nature blushing greets the change,  
 While zephyrs kiss the buds, and seek  
 Some leafy grove wherein to range,  
 Care smoothes the furrows of his brow,  
 And mirth entwines his garlands gay,  
 O'erjoyed as beauty's charms endow,  
 All things to keep sweet holiday.  
 Then ring the echoes round our homes,  
 Borne on the breath of blooming May,  
 As noonday laughs when summer comes  
 To ring in Arbor Day.

Enshrined within the forest's green,  
 The woodman built his humble home,  
 When fortune smiled, a dubious queen,  
 And Flora frowned an unkempt gnome.  
 But now 'tis ours to claim the shade  
 Our fathers toiled to drive away,—  
 To bring the saplings from the glade,  
 And plant perennial holiday.  
 Then ring the echoes through the land,  
 Borne on the breath of blooming May,  
 As summer brings us sweet command  
 To ring in Arbor Day.

\* The music for this memorial hymn is to be found in the Canadian Music Course.

The glebe reclaimed by anxious thrift  
 Demands a crown with parchéd breath ;  
 Through dust the highway seems to sift  
 A sigh for shade across the heath.  
 The sun-burnt pavement of the street  
 Reflects a prayer in every ray  
 For shelter, where the townsfolk meet  
 To welcome summer's holiday.  
     Then ring the echoes through the town,  
     Borne on the breath of blooming May,  
     As men and maidens summer crown  
     And ring in Arbor Day.

Around our homes the twilight steals  
 To bathe the elm and maple leaves ;  
 Beneath their silver fringe we feel  
 How eve for us its solace weaves ;  
 For now the pleasure toil is o'er,  
 Our acorns grown Hope's fears allay ;  
 The arbor planted near our door  
 Embowers life's dying holiday ;  
     And sweet the echoes fill our hearts,  
     Borne on the breath of time's decay ;  
     The past is ours, though youth departs  
     To ring out Arbor Day.

AYLMER MODEL SCHOOL.—The earliest schools of this section were under the control of the Royal Institution. Following their decay there intervened a space of some years, during which the locality stood much in need of better educational facilities. In order to supply this need a public meeting of residents was held on December 6th, 1854, at which it was decided that an Academy should be established to commence in the following January. The committee appointed to carry out the resolution consisted of Messrs. T. B. Prentiss, Richard McConnell, Robert Kenney, W. J. Allan, John Gordon, Rev. J. Gourlay, R. A. Young, Charles Symmes, and Harvey Parker, the present chairman of board of trustees. The first teacher engaged was Mr. P. Sheldon, of Clarenceville, at a salary of £125 per annum. The school was first held in temporary quarters, but in the course of a year a stone building, the present one, was erected.

A board of trustees, of which Rev. J. Gourlay was president, and Mr. Chas. Symmes, secretary, formed the governing body.

In the year 1858 Mr. Sheldon was replaced by Mr. B. Magrath, (now Inspector) as principal. In order to utilize the new building, as well as to raise funds, one half of the lower story was

allowed to be used by the elementary school of the village, and thus the Protestant schools became united. The number of pupils in attendance at the Academy alone in 1858 was forty-two. The teachers from 1859 were Messrs. Reid, (Rev.) A. McIntyre, Mr. Magrath a second term, and others. In 1875 Mr. D. M. Gilmour became principal, who was succeeded by Mr. A. D. McQuarrie, and some years later by the late lamented Mr. R. J. Elliott. In 1886, under Mr. Calder's principalship, the second story of the building was fitted for a school room and an intermediate department opened under Miss J. Hamilton, who in 1877 was succeeded by Miss E. McNie, and Mr. Calder by Mr. J. McIntosh, who retired last year. The elementary department has been efficiently conducted by Miss McLean for the past seventeen years.

THE MAGOG SCHOOLS.—Ralph Merry, the first settler of this district, came to what was then called "The Outlet," with his family, 20th March, 1799. In 1818 the first school was opened in his private residence, and taught by his son, Ralph Merry, at a salary of five dollars and three-quarters per month, *without* board, payment to be made in grain. This school was continued three or four months in the year in private houses, and on at least one occasion occupied a barn, under the supervision of Miss Corning.

In 1824 the erection of a school-house, the first in the then township of East Bolton, was begun on the fourth of July, and finished in a few weeks. The walls were composed of pine planks, fastened with long, hand-wrought nails. The school-room measured about twenty-five by thirty feet, having two rows of raised seats and desks running down each side. There were also two dressing-rooms and a small entrance hall.

The first teacher was Miss Mary Willey. Then followed as teachers Misses Pettie and Kimball, Messrs. Jas. Ford, Patch, Edward Langmayd, Carlton Ayer, G. Goodenough, Miss Lavina Merry, Messrs. L. S. Huntingdon, Jno. S. Merry, E. B. Gustin, A. D. Bartlett, A. Tilden, Misses Matilda C. Merry and Ann Turner, Mrs. M. A. Rodgers, Misses Eliza M. Knowlton, Mary A. Hoyt, Electa B. Hoyt, Esther A. Bean, Augusta S. Boswell, and Julia A. Merry, Mr. S. F. Dolloff, and Mr. H. W. Townsend, B.A. The exact order of the names at the beginning of the list, with the exceptions of the first two or three, cannot now be given.

The subjects usually taught in winter were reading, spelling, writing, grammar, geography, arithmetic, algebra, natural philosophy, history, and Latin. During the summer term the last

four subjects were omitted. The school-house and the school were sustained for many years by the inhabitants themselves.

The second building, the present one, was erected in 1856, since which time regular reports have been sent to the Education Department. It was built principally by the inhabitants, and has been in constant receipt of government aid. The present head mistress of the school is Miss Pauline Stacey, who has kindly supplied us with these notes, her associate teachers being Miss M. Wadleigh and Miss Mabel Hawley.

## Practical Hints and Examination Papers.

### ACADEMY DIPLOMA.

#### *Algebra.*

1. If  $a^2 + b^2 : a^2 - b^2 :: c^2 + d^2 : c^2 - d^2$ , shew that  $a : b :: c : d$ . Expand  $(b - c)$ .

2. Divide  $x^2 - 4xy + 4x^2y + 4y^2$  by  $x\frac{1}{2} + x\frac{1}{2}y\frac{1}{2} + 2y$ . Find the square root of  $10 + 2\sqrt{21}$ .

3. For a journey of 108 miles 6 hours would have sufficed had one gone 3 miles an hour faster: how many miles an hour did one go?

4. The sum of a Geometric Progression whose first item is 1, constant factor 3, and number of terms 4, is equal to the sum of an Arithmetical Progression whose first term is 4, and constant difference 4: how many terms are there in the Arithmetical Progression?

5. A person sculling in a thick fog gets close enough to two barges which are going in opposite directions, each at the same rate as the other, to see that they are exactly together. He meets one and overtakes the other. Shew that, if A be the greatest distance he can see, and B, B' the distances that he sculls between the time of his first seeing and passing the barges,

$$\frac{2}{A} = \frac{1}{B} + \frac{1}{B'}$$

#### *Trigonometry.*

1. Shew that the angle subtended at the centre of a circle by an arc equal to the radius of the circle is the same for all circles.

2. Convert  $6^\circ 12'$  to grades and  $76^\circ 45' 2''$  to degrees.

3. Shew that  $\text{Cos}(A - B) = \text{Cos} A \text{Cos} B + \text{Sin} A \text{Sin} B$ . Find the value of  $\text{Cos} 15^\circ$ .

4. Given  $\left\{ \begin{array}{l} \text{Sin} A + B = \frac{1}{\sqrt{2}} \\ \text{Sin} A - B = \frac{1}{2} \end{array} \right\}$  find the values for A and B.

5. A person observes the elevation of a tower to be  $60^\circ$ , and on receding 100 yards further from it he finds the elevation to be  $30^\circ$ . the height of the tower.

#### *Physiology and Hygiene.*

1. Describe the bones of the trunk. What other divisions of the bones are there.

2. What kinds of muscles are there? Describe their structure.
3. Describe the circulation of the blood.
4. What steps should be taken to secure proper ventilation in a schoolroom?
5. What effect has alcohol on the digestive organs? Shew that alcohol can in no sense be called a food.

*Geometry.*

1. How does Euclid test the equality of ratios? What is meant by the terms "Alternando," "Invertendo," "Dividendo?"
2. Describe an isosceles triangle having each of the angles at the base double of the third angle.
3. In any right-angled triangle, any rectilinear figure described on the side subtending the right angle is equal to the similar and similarly described figures on the sides containing the right angle.
4. What is meant by the term "duplicate ratio?" What property of duplicate ratio is applied to prove Question 3?
5. If the square on the straight line drawn from the vertex of a triangle perpendicular to the base be equal to the rectangle contained by the segments of the base, the vertical angle is a right angle.

EXAMINATION QUESTIONS. GRADE I., ACADEMY.

*English Grammar.*

SECTION I.

1. Define language and grammar. What do you mean by *parts of speech*. Name them, and give a clear definition of any three of them.
2. Define a *letter*, a *syllable*, a *word*, a *phrase*, a *clause*, a *sentence*. Give examples of these.
3. Name some words that can be used as two or more parts of speech. How do you avoid making a mistake in parsing such words? For example, is *for* always a preposition?

SECTION II.

4. What is the distinction between a sentence and a clause? How many kinds of sentences are there; how many kinds of clauses? Explain the word *subordinate* used in connection with clauses. Give examples in making your explanations.
5. Parse all the words in the following sentence:—Jeanne d'Arc, or, as she is named in English, Joan of Arc, was the daughter of a peasant of Domrémy, a little village on the borders of Lorraine and Champagne.
6. Explain fully the predicate, and the functions it performs. In how many ways can the predicate be expanded or extended? Write out a sentence in which the subject is enlarged by a word (underline the word); and one in which the object is enlarged by a phrase (underline the phrase); and one in which the predicate is extended by a clause (underline the clause).

*British History.*

## SECTION I.

1. Give an account of the reign of Edgar, the Saxon king. Name the kings of the Saxon line who came after him.

2. Tell what you know of the following events :—

Landing of the Jutes. Heptarchy established. Landing of Augustine. Landing of the Danes. Battle of Stamford Bridge.

3. What prominent Englishman was connected with the Crusades ? Give an account of the Third Crusade.

## SECTION II.

4. What was the feudal system ? Give a description of the English army during the Plantagenet period.

5. Who were : John Baliol, the Black Prince, Alice Perrers, Piers Gaveston, the Maid of Norway, Simon de Montfort, Stephen Langton, Thomas à Becket.

6. In whose reign did the Wars of the Roses begin ? Name at least six of the battles fought. What was the treaty of Pecquigny ?

## SECTION III.

Write a description of Cade's Rebellion, or describe the houses and the manner of living of the people during the times of the Wars of the Roses.

8. Write out a list of the Norman Kings with dates, and give the events of the reign of any one of them.

9. Tell what you know about the Roman Rule in Britain.

*English.*

1. Analyse the following extract and paraphrase it :—

Near yonder thorn, that lifts its head on high,  
Where once the sign-post caught the passing eye,  
Low lies that house where nut-brown draughts inspired,  
Where greybeard mirth and smiling toil retired,  
Where village statesmen talked with looks profound,  
And news much older than their ale went round.

2. Complete the passage beginning : "Beside yon straggling fence," and ending with "The day's disasters in his morning face," and mark out the various clauses in the quotation.

3. Complete the sentences and underline the subjects thus \_\_\_\_\_ and the predicates thus \_\_\_\_\_ :

Fired at the sound - - - - -  
Industrious habits - - - - -  
For praise too dearly loved - - - - -  
At night returning - - - - -  
But small the bliss - - - - -  
When thus Creation's charms - - - - -

## SECTION II.

4. Give an account of Goldsmith's experience as a traveller. Write out a list of his works.

5. What is the origin of the following words: *hotel, escape, chancellor, rear, orphan, manage*; explain the following expressions: *the village murmur, the sounds of population, blooming flush, to pick her writhing faggot, chide their wanderings, nut-brown draughts.*

6. Quote the passages in which occur: *the royal game of goose, the barber's tail, transitory splendors, pleasure sickens unto pain, his humble band, ambitious of the town, my solitary pride.* Write out your own opinion of the poem.

### SECTION III.

7. Write a short composition on the "Foreign Elements in the English Language," or on "The Maid of Orleans."

### Correspondence, etc.

*To the Editor of the EDUCATIONAL RECORD.*

SIR,—I have a natural diffidence in opposing myself to the views advocated by Dr. Eaton in the February number of the EDUCATIONAL RECORD; but as I fail to see what practical good would ensue on their adoption, I must raise my voice against them.

The pronunciation of a foreign language depends, in a very great degree, on the nation that uses it. To the ordinary Englishman Paris is *Paris*, and not *Paree*; Brussels is *Brussels*, and not *Bruxelles*. Every nation has its own method of pronunciation, and I see no valid reason why it should be changed with respect to the so-called dead languages.

In fact, I am disposed to believe that the English pronunciation of Latin is nearer the truth than the Continental; but whether I am right or wrong is of very little moment. What concerns me more is the question: What practical good can be derived from a change? Dr. Eaton talks of "quantitative pronunciation" and the "Greek accent." I do not dispute his authority, but I cannot help thinking that when he was a schoolboy he never wrote an original composition in either Latin or Greek verse. If he did not, he is no judge of "quantitative pronunciation" or "Greek accent." "*Experto crede.*"

JOHN J. PROCTER.

*To the Editor of the EDUCATIONAL RECORD.*

SIR,—A sentence in the RECORD a short time ago intimated a willingness to receive a few lines from my pen. The winter, with its freedom from monotony, has kept me busy with changes from steel-shod sleigh to the use of wheels. Wheels have had to be dispensed with on account of the depth of snow, and a sleigh procured; and in the pursuit of my work these changes have come at awkward times and places. Time has been lost in returning an extra sleigh at one time and a wagon at another. And yet time had to be taken to entertain "La Grippe" for one week in January.

However, the work of inspection has been pressed vigorously forward, and the Elementary Schools of my district have been visited

once and those of six municipalities for the second time. The Secretary-Treasurers have all been visited, and I am encouraged from my intercourse with the Commissioners that the further needed improvements in our schools will be attempted as soon as possible. The parents of the pupils are not in the habit of visiting the schools to any considerable extent, and some teachers have told me that no one except the Inspector visits their schools from the commencement to the close. So far as I can, I shall try and awaken a greater interest on the part of the parents. The influence of an occasional visit would greatly enhance the zeal of the scholars in their studies and increase the activity of the teachers themselves.

I find a marked superiority *ceteris paribus* among those who attend the Teachers' Institutes as compared with those who do not.

The "course of study" was strongly attacked in my presence by an elderly man who said he had been school commissioner over twenty years. He claimed that the educational system of to-day is far inferior to that which obtained in the Townships when he was a boy. I had the temerity to ask him what his opportunities for passing such a judgment had been during his long term of office. Had he frequently visited the Elementary Schools and taken notes? Will you believe it, Mr. Editor? That gentleman confessed that he had never in the twenty years once visited a District School, and that he had only visited the High School in his village twice, and that when he was specially invited and required to attend.

But he knew that the system was wrong because some mothers of pupils had told him their children had too much to do. I hope to see the Commissioners taking a more active interest in the schools in my district of inspection. Intending to send another letter to you ere long,

I am, Mr. Editor, yours truly,

ERNEST M. TAYLOR.

*To the Editor of the EDUCATIONAL RECORD.*

DEAR SIR,—In view of the interest taken in the subject of Manual Training at the present moment, I beg to enclose the following notes as an introduction to a wider view of the subject:—

1. The course of instruction should accord with the order of mental development. The greatest care must be taken that the pupil in this subject sets out with clear ideas respecting the object and the means of attaining it. The subject admits of a four-fold division, and the various steps in the process are: (1) observation, (2) thought, (3) representation of thought through the agency of drawing, (4) the realization or the forming of the thought into some tangible object.

2. This subject must be taught in the way in which it is learned—that is, by the process of induction. The teacher must direct the attention of the pupil to each part of the work successively, and the pupil will then, unaided, be enabled to form a complete conception of



the whole. Let the teacher constantly bear in mind that the object in Manual Training is not to teach a boy to manufacture a thing, but the expansion of the intellect, or the placing the pupil's mind in a proper attitude to all knowledge.

3. As Manual Training has to do with generalizations, which are based on observation, the leading and most universal percepts are to be first taught. The mind must work from the simple to the complex. In advanced Manual Training, such as the building of any piece of machinery, however simple or however complex it may be, if a pupil is well grounded in the elementary principles of practical mechanics, he will observe that in different machines there is no new principle of action involved, but that the one differs from the other merely in that it requires some new combination of levers, wheels, etc.

4. Instruction must be gradual and continuous. It must be gradual in order that the pupil may understand every step in the process. It must be continuous, for if not, induced by idleness, it will cause the pupil to attempt something that lies beyond his reach.

5. To fulfil the conditions of its being knowledge at all, the knowledge acquired must be exact and thorough. Mental growth consists essentially not on the accumulation of materials in the mind itself, but on the increase of its capacity to deal with them. If the knowledge is not exact and thorough, the mind lacks the ability to handle the material with which it has been furnished.

6. The pupil should be so taught that the mind may be enabled to struggle out of itself, and to throw itself into a close observation of the objects around, and to live in the world of outward realities. By this means he will experience a sense of power and progress.

7. The teacher must see that all knowledge as it is acquired is turned to use. If this is not done, the feeling of pleasure which is associated with Manual Training will be wanting.

ROBERT M. SMITH.

Lachine Locks, P.Q.

### MR. WILLIAMSON'S SUGGESTION.

1.—Amount of work required in certain subjects for Local Examinations by Cambridge University.

#### I.—LANGUAGES.

Latin :

Virgil, *Æn.*, Bk. VII. ; or Lucretius, Bk. V.

Livy, Bk. XXII. ; or Cicero, *Pro lege Manilia*.

Grammar, unseen translation and Latin prose.

Greek :

*Æschylus*, *Prometheus Vincetus* ; or Homer, *Odyss.* X.

Thucydides, VII., 1-54 ; or Herod. VI., 33-117.

Grammar and unseen translation.

## II.—MATHEMATICS.

## Geometry :

Euclid, I.—VI. and XI., 1–21.

Algebra : to Binomial theorem.

Trigonometry : to solution of triangles, use of logarithms, exponential theorem, etc.

## III.—ENGLISH.

Shakespeare, *Tempest*.

## History :

English	{	James I. to William III.
		Literature of period.
		Outlines from Norman Conquest to Waterloo.

or

Roman	{	Period : 90 B.C. to 48 B.C.
		General : 133 B.C. to 27 B.C.

and

Grecian	{	Period : 404 B.C. to 383 B.C.
		General : 429 B.C. to 359 B.C.

## 2.—Amended scheme of work for Junior and Senior or Ordinary and Honor Certificate.

## I.—PRELIMINARY SUBJECTS.

English Reading.

" Dictation.

" Grammar, including Analysis.

" Composition—on a subject selected from books prescribed for reading.

Arithmetic.

Geography.

History of England (Buckley).

Canadian History.

Bible History (selected books)

## II.—OPTIONAL SUBJECTS.

Junior or Ordinary.

Senior or Honor.

Admitting to first year in Arts  
and Science.

	First year Exhibitions and pass
	entrance to second year in
	Arts and Science.

## I.—LANGUAGE.

## Latin :

Cæsar, *Bell. Gall.*, Bk. I.Virgil, *Æn.*, Bk. I.

	Virgil, <i>Æneid</i> , one book other
	than I.

Cicero, one speech, or

Livy, one book.

Grammar, unseen translation and prose composition.

## Greek :

Xen., Anab., Bk. I.	Xen., Anab., one book other than I. Homer, one book.
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Grammar and unseen translation.

## French :

Grammar.	Grammar.
Classic author, prose or verse.	Classic author, prose or verse.
	Conversation.

## German :

As in French.	As in French.
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## II.—MATHEMATICS, &amp;C.

## Geometry :

Euclid, I., II., III., with deductions.	Euclid, I.—VI. (definitions of V.), with deductions.
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## Algebra :

To simple equations.	To Binomial theorem. Trigonometry : Hamblin Smith, whole.
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## Natural Philosophy :

Mechanics and Hydrostatics.

## III.—ENGLISH.

## English Language :

Mason's Grammar (intermediate).  
Trench's study of words.

## Literature :

Brooke's Primer (a period). Shakespeare, one play. Scott, Lady of the Lake.	A period of literature and some works of leading authors in it.
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## History :

(1) English, or } (2) Roman, or } a period. (3) Grecian. }	A period of history, ancient or modern.
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## Geography :

Physical, political and commer- cial (specific).	
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## IV.—NATURAL SCIENCE.

As at present.

With the exception of the Preliminary Subjects, which, as I have said, might be taken at any time, and for which no specific marks need be allowed, a certificate of having passed a satisfactory examination being sufficient, the General Regulations might remain substantially as at present.

J. W.

## Official Department.

*The Summer School.*—In July last a Summer School was held at Dunham Ladies' College, under the direction of the Provincial Association of Protestant Teachers. The object of the Summer School was to provide during the school holidays courses of lectures by specialists in three or four subjects for the benefit of teachers, at an interesting and accessible section of the province, where the expenses would be moderate. At the Dunham School an interesting course of study and an efficient teaching staff were provided, and the school was fairly successful, but it failed to receive the support anticipated from the teachers for whom it was organized, although the fees were only \$2.50 for the course.

The question of a Summer School for the coming summer has been referred to a sub-committee of the Executive Council of the Provincial Association of Protestant Teachers. In order that this sub-committee may have all necessary information at hand when it meets for business, a circular of questions has been issued to the teachers of Model Schools and Academies of the province concerning the time, place, length and subjects of the Summer School. Some encouragement has been received, and the subject is now placed before the teachers generally. From the replies received, the teachers seem to be in favor of a two or three weeks' Summer School in the month of July. The authorities of Bishop's College are willing to open that institution for the Summer School during the second, third and fourth weeks of July (8th to 25th), at the rate of forty-five cents per day, provided there are thirty members in attendance. During the second week in July the Summer School and the Normal Institute could be carried on side by side, some of the classes, perhaps, in common. To say nothing of the advantage of meeting in the University classrooms, it would be difficult to find a more beautiful place in which to hold a Summer School. The question now rests with the teachers. No definite arrangements can be made concerning lecturers, etc., until there is a reasonable guarantee of an attendance of at least thirty. Are there thirty teachers who will attend the Summer School during two or three weeks at Lennoxville? The subjects will be French, Drawing, English and The Science of Education. The fees will be three dollars for the whole course; the board and lodgings will cost forty-five cents per day. These are the expenses of attendance. Arrangements can be made to give those who attend the classes of the Summer School credit as members of the Normal Institutes.

Teachers can, therefore, carry on their institute work and Summer School work during the institute week, and when the institute closes they can continue their work as members of the Summer School. No further details can be given at present, but from this outline teachers will be able to decide whether they will attend or not. As the

establishment of the school will depend almost entirely upon the attitude of the teachers, those who are interested in the success of the school are requested to write at once to Rev. Elson I. Rexford, Quebec, stating (1) that they intend to join the Summer School, (2) how long they desire the school to continue in session. As soon as thirty favorable replies are received, definite steps will be taken to organize the Summer School. The teachers of our Superior Schools are also requested to send replies.

*Teachers' Institutes.*—The teachers' institutes for 1890 will be held as usual during the second and third weeks of July, at Lennoxville, Cowansville, Inverness and at a point in the Ottawa District.

The authorities of Bishop's College have agreed to open that institution again for the institute of St. Francis district. The college is central—very accessible by rail from all parts of the district—and very well arranged for institute purposes. The authorities have agreed to receive teachers into the school and college buildings as boarders during institute week at forty-five (45) cents per day, and to provide single meals at fifteen (15) cents each. These favorable terms will no doubt secure a large attendance as usual.

The action of the authorities of Bishop's College in placing that institution at the disposal of the St. Francis District for institute purposes has solved a question which is becoming a serious one for the District of Bedford, namely, the question of hospitality for the members of the institute. It is a serious tax upon the inhabitants of any place to provide hospitality for one hundred teachers for a week, and even when teachers and residents do their best some misunderstanding and friction will arise. The teachers of the St. Francis District have paid their own expenses at the Institutes for several years past, and the institute has been well attended. There seems to be no good reason why the teachers of the Bedford District should not adopt the same plan. If this were done, the most central and accessible point in the district could be selected—the teachers would feel more independent—and it would remove any suspicion that the teachers were taking a week's holiday at the expense of others. In view of these considerations, it has been decided to try this plan at Cowansville in July next. Instead of calling upon the residents of Cowansville to provide hospitality for the members of the institute, as in the past, arrangements will be made with the hotels to receive teachers at reduced rates, and teachers attending the institute at Cowansville will require to pay their own expenses at these rates or provide for themselves in some other way.

*Attendance.*—In former years, in order to meet exceptional cases, those teachers who attended six out of the eight sessions of the institutes have been given credit for attendance. The large majority of teachers have attended all the sessions faithfully, but there has been a certain number of teachers at each institute who arranged to retire from the institute as soon as they had put in six attendances,

and so took an unfair advantage of this privilege. In future credit will be given to those members only who have attended all the sessions of the institute, but the directors of the institute will reserve the right to consider special cases.

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The names of those teachers who sent in answers to the Institute Questions and obtained certificates will be inserted in the next number of the RECORD.

*The Protestant Central Board of Examiners.*—At the examination in 1889 the following candidates passed in French, Algebra and Geometry, and are, therefore, eligible for first-class elementary diplomas under Reg. 37 :—

Mary E. Egg, Annie A. Blake, Cora Anna Munkittrick, Walter Gillanders, Hannah Laura Bradley, Harriet Louisa Whitney, Bertha A. Lothrop, W. N. Hawk, Emily Languedoc, Sarah Henrietta Balfour, Adeline Knauf, Ada Woodrow, John Armstrong, Margaret Ann Strong, Georgie M. Maloney, Grace L. Goid, Mary Frances French Moore, Mary Elizabeth Manning, Christina Margaret McLellan, Olympe Margaret Tanner, Dora Jane Welch, William Thomas Macaulay, Edna Higgins.

The following candidates, having passed in Algebra and Geometry, will require to pass in French in order to be eligible for a first-class elementary diploma under regulation 37 :—

Elizabeth Mary Thompson, Rebecca Coulter, Elizabeth A. Stowell, Mary E. Shearer, Sarah Ann Talbot, Janet Stewart, Phœbe Louisa McBride, Janet McLean, George Ballantine, William Wilson, Nellie E. Collins, Mary Louisa Miles, Fannie M. Hawk, Edna Elizabeth Cruller, Minnie H. MacFee, Mabel K. Scott, Catherine Spencer, Lily J. Cross, Emma J. Paintin, Matilda Dennis, Jennie Bowser, Maggie F. McLean, Edith Higginson, Agnes M. Johnston.

The following candidates who obtained second-class model school diplomas in July last passed in the subject of Latin :—

David Smith Moffatt, William Lionel Hodgins, Annie Elizabeth Sutherland, Alex. Cruikshank, Catherine M. M. Howard, Mabel Harriet Walbridge, Alex. Dewar, Mabel Lee, Annie Lindsay Stobo, Isabella Brodie, Elizabeth J. Ball, Catherine Jessie Bulman, Anna Maria Donally, Florence Olivia Moy, Annie E. McDonald, Frederic H. Graham.

Candidates who did not pass in French, Algebra, and Geometry, for second-class elementary diplomas, or in Latin for second-class model school diplomas, will require to pass in these subjects before they can obtain first-class diplomas, under regulation 37. Such candidates can present themselves without fees at the July examination by giving due notice.

*Amendments to the School Law.*—The following amendments to the School Law were adopted at the session of the Provincial Legislature just closed, and came into force on the second of April :—

Article 1916 of the Revised Statutes of the Province of Quebec is amended, by adding in the fifth line of the second paragraph, after the words “within eight days,” the words “at least.”

Paragraph 2 of article 2020 of the said Revised Statutes is repealed.

Article 2022 of the said Revised Statutes is amended, by adding the following words, “which shall be given at least two days before that time fixed for such meetings.”

The following paragraph is added after paragraph 13 of article 2026 of the said Revised Statutes :

“14. To dismiss from the school any pupil whose conduct is immoral, either in word or deed.”

Article 2048 of the said Revised Statutes is replaced by the following :

“2048. The school commissioners may, by a regular resolution, commute for the payment annually of a certain determinate sum of money for a number of years not to exceed ten, the school taxes on buildings, land and property occupied by any person, partnership or company lawfully incorporated for carrying on any manufacturing or industrial undertaking within the limits of their municipality.”

“Dissentient school trustees may, in the same way, commute their share of such school taxes, and, in such case, the school commissioners shall collect, from such person, firm or company, in addition to the share for which they have themselves commuted, the sum for which the said dissentient school trustees have commuted, and the said school commissioners shall pay such sum to the dissentient school trustees annually ; if, however, the dissentient school trustees do not deem it advisable to commute their share of such school taxes, the school commissioners shall continue to levy and collect from any such person, firm or incorporated company and shall pay annually to the dissentient school trustees the amount of the taxes which the said trustees would have been entitled to receive, in accordance with article 2143 of these Revised Statutes, if the commissioners had not commuted their share of the said school taxes.”

Article 2052 of the said Revised Statutes is amended by striking out the words “other than the model school” in the third line thereof.

Article 2055 of the said Revised Statutes is amended by striking out the following words at the end of the first paragraph : “but such appeal shall not be allowed unless with the approval, in writing, of three visitors other than the school commissioners or trustees of the municipality.”

The following article is added after article 2094 of the said Revised Statutes :

“2094a. The secretary-treasurer may, with the consent of the school commissioners or trustees, give, in place of the bond mentioned

in the preceding articles, security by a guarantee insurance contract or policy in favor of the said school commissioners or trustees, in any insurance company incorporated for that purpose and approved by the said school commissioners or trustees and by the superintendent of public instruction ;

“Such consent is given by resolution adopted by the school commissioners or trustees.

The premium on the guarantee insurance policy may be paid by the school commissioners or trustees, and afterwards retained by them out of the salary or remuneration of the secretary-treasurer.

“The provisions of this article apply to the assistant-secretary-treasurer appointed under article 2113.”

Article 2131 of the said Revised Statutes is amended by striking out, in the seventh and eighth lines of the first paragraph, the words : “during the course of the two months which shall follow their appointment.”

Article 2146 of the said Revised Statutes is amended by replacing the words “ may cause ” in the first line by the words “ may order.”

Articles 1865, 1866, 1867, 1868, 2011, 2016, 2017, 2018, 2035 and 2075 of the said Revised Statutes are amended by striking out the words “ in council ” wherever found therein.

Article 1973 of the Revised Statutes of the Province of Quebec, as replaced by the Act 52 Victoria, chapter 24, section 2, is amended by adding after the words “ take place,” at the end of the ninth line, the following words : “The Lieutenant-Governor in Council may provide that the changes so made shall apply to the religious majority only, or to the religious minority only, as the case may require, of the school municipalities affected by such changes, and ”

Article 1997 of the Revised Statutes of the Province of Quebec, is amended by adding thereto the following paragraph :

“Such meeting is held at the place which may have been fixed by resolution of the school commissioners or trustees, within the municipality itself, or in a neighboring city, town or village municipality, if such city, town or village municipality forms part of the same parish or township.”

Sections 1 to 5 inclusive, of chapter 15 of the Consolidated Statutes for Lower Canada, hereinabove recited, are hereby declared to have never been effete or repealed, and are still in force, notwithstanding any of the provisions of the Act of this Legislature 51-52 Victoria, chapter 13.

Section 4 of the Act 51-52 Victoria, chapter 13, is repealed and replaced by the following :

“4. Out of any public moneys at his disposal, the Lieutenant-Governor may pay the sum of sixty-two thousand, nine hundred and sixty-one dollars (\$62,961.00) to the Protestant Committee of the Council of Public Instruction for Protestant Superior Education in



this Province, together with interest thereon, at the rate of four per cent. per annum, from the thirtieth day of August, 1888."

Article 2206 of the Revised Statutes of the Province of Quebec is repealed.

Section 7 of the Act 51-52 Victoria, chapter 13, is hereby repealed.

"3503a. No candidate for admission to the study of the legal, notarial or medical profession, who is the holder of a degree of Bachelor of Arts, Bachelor of Sciences, or Bachelor of Letters, conferred upon him by any Canadian or British University, shall be obliged to pass the examinations required by the act incorporating the members of the said professions.

"On satisfactory proof being made that the candidate is the person named in such degree, he shall be entitled, on payment of the ordinary fees, to receive a certificate entitling him to study that one of the said professions to which he seeks admission."

#### NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, by an Order-in-Council of the 17th of January (1890), to appoint a school commissioner for the municipality of St. Fidèle, Co. Charlevoix, and one for the municipality of Petite Rivière, St. François Xavier, Co. Charlevoix.

To detach from the municipality of Saint Pudentienne, in the county of Shefford, that part which was annexed to the municipality of Saint Joachim of Shefford, by proclamation of the thirteenth of February last, and annex the same to the said municipality of Saint Joachim of Shefford, for school purposes, the said annexation to take effect only on the first of July next (1890).

27th January.—To appoint a school commissioner for the municipality of Ste. Blandine, Co. Rimouski, and one for the municipality of St. Edmond du Lac au Saumon, Co. Rimouski.

30th January.—To appoint a school commissioner for the municipality of St. François de Sales, Co. Chicoutimi; also one for the municipality of St. Joseph de Lepage, Co. Rimouski.

10th February.—To appoint a school commissioner for the municipality of St. Césaire, Co. Rouville.

17th February.—To appoint a school trustee for the municipality of St. Ignace de Stanbridge, Co. Missisquoi.

21st February.—To appoint a school commissioner for the municipality of Sacré Cœur de Marie, Co. Megantic.

22nd February.—To appoint Mr. Edwin Francis Tompkins, school commissioner for the municipality of Coaticooke, Co. Stanstead, in the place of Mr. George O. Doak, who has left the municipality. (724.)