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THE
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Articles : Original and Selected.

THE DAY MISS DIXON WAS LATE.

BY MISS FANNIE ALLEN.

Miss Dixon's lapse did not occur on the morning of the December day that went into history under this title. Five minutes to nine on that day found her enumerating the small inhabitants of Number Eight, her little school, as they made the most of the minutes left for gay morning chatter.

Up and down the rows of shining faces went Miss Dixon's eyes. There were the fresh collared and aproned children of the Spinningville mill-owners; the children of the mill operatives in collars and aprons of the same cut, but a little less brilliantly clean, and more frayed at the edges; the minister's son, the deacon's daughter; Jimmy Daley, with an offering of fragrant pine cones, damp from the woods, and Jerry Flynn, with his chronic complaint, "Feets is cold!"—all these and more. But where was Batty McLean?

Now in Spinningville the three school virtues were silence, studiousness and punctuality; but the greatest of these was punctuality. Number Ten had managed to carry a register clean of tardy-marks through a term, and every other school in the village burned to do as well, or better.

The usual salutation between teachers was the question, "How many marks?" followed by "What per cent.?" One

heavy borrower of trouble tortured herself thus: "Ten sessions this week—forty-eight children—four hundred and eighty chances for tardy-marks—Oh me!"

It was much the same among the children. "I dreamed I was late and *they all looked at me!*" sobbed a little girl one night, as she woke in a fright; and less sensitive youngsters dreamed that look, especially when it was accompanied by the pointed and energetic singing of "Oh, where have you been, Tardy Boy, Tardy Boy?" or "Tardy Tommy came to school."

"All here but Batty McLean," said Miss Dixon, on this December morning. "Can any one tell me about him?"

"He's 'way down by the bridge, but he's a-running," announced Charley Cole, who sat by the window.

"Only two minutes more!" sighed Miss Dixon.

"The scholars in Number Nine do be all the time singing:

" 'Number Eight,
, Always late,' "

scowled Nora Kelly.

"I've heard something like:

" 'Number Nine
Feels so fine,' "

on this side the fence," smiled the teacher. The children smiled back. "It's

" 'Number Ten
Can't do it again,' "

they said; and then they all watched the door where Batty would enter in silence.

The minutes went by, and the great bell struck nine and ended hope. Three seconds later Batty McLean threw himself at the stairs, and somehow reached the school-room door with a pounding heart and an aching chest.

He was twelve years old, and small for his age. He had shaggy red hair, quick blue eyes, and a plucky, freckled face. He was an odd little figure, in his outgrown belted jacket and new, long trousers which allowed a size or two for growth; but he did not look at all like the limp creature who usually trails behind occasion.

"Well, Batty?" demanded the teacher.

"Had to go to some place!" panted Batty.

"I'm afraid you did not get up early. Wouldn't rising half an hour earlier have brought you back from your place in season?"

Batty considered a short space, smiling queerly. "Yes'm, p'r'aps."

That smile, with its faint suggestion of mockery, killed Miss Dixon's pity for the boy's evident exhaustion; and as Batty sank into his chair, she arose from hers and gave an eloquent impromptu address on the subject of punctuality. She pointed out to the children the dangers to which neglect of this virtue would expose them through life. She explained the reasons for the school rules, and dwelt upon the selfishness of letting the reputation of the school suffer through the neglect of one.

The children listened approvingly, and wondered what Batty McLean was thinking behind his elbow.

There was a reaction of pity for the culprit, however, when she wrote two lines of figures on the board :

1	2	3	4	5	6	7	8	9
9	8	7	6	5	4	3	2	1

and pronounced the horrible sentence, "Multiply the digits by the digits reversed, and prove the result."

"That is hard lines for careless Batty," reflected Miss Dixon, "but it's good practice for him, and I must make an example."

Still, she felt a little remorseful at recess when Batty, turning his back to the window which commanded the playground, ranged "the digits and the digits reversed" upon his sticky slate.

"You need not do it all now, Batty."

"I'd rather get it over," he said; and his pencil clicked until the other children came back rosy from their snowball frolic.

When Miss Dixon went home at noon, she left Batty still manfully doing battle with the digits and the digits reversed.

"I'd rather get it done," he again replied to her advice to seek the fresh air; and an uneasy memory of his flushed face haunted her home-ward walk, her hasty dinner, and the half-hour of "per centing" which followed.

And now comes the almost unbelievable part of this truthful story. It had never happened before; it never happened again. But on this fated day Miss Dixon, who had worked late the evening before and was very tired, fell asleep over her pile of corrected papers; and while she dreamed of discovering an infallible device for the Suppression of Tardiness, the town clock struck its deep note, and all the school-bells responded.

With this Miss Dixon awoke with a great start; and saw

that she, the stern foe of unpunctuality, would be at least ten minutes late at school, and without the shadow of an excuse!

Down the long, windy street hurried a guilty figure; past the deserted hill, so lately black with coasters; past the ice slide, freshly etched with nails of little boots; past the village centre where the row of waiting farm horses stopped browsing their posts to look, and the dogs came out from under the waggons to bark at her. Now, there only remained the gauntlet of School Street, with wondering eyes at the windows, which Miss Dixon did not see, because her own were fixed on the swaying tree shadows that crossed her path.

At last she climbed the school-house stairs, and stood before the door marked Number Eight.

"Poor Batty McLean!" she sighed, with her hand on the door-knob, "I suppose *I* am going to be looked at now."

Not at all. Here were long rows of young students so utterly absorbed in the pursuit of knowledge that not one seemed to be aware of her presence. Such intensity of application had not been seen in Number Eight before.

For a moment only; then a dimpling smile ran along the ranks, and fifty pairs of eyes asked Miss Dixon what she was going to do about it.

"I haven't a word to say for myself, children," she said. "What I said this morning was every word true. But I'm *very* proud of Number Eight." How the smile broadened at that!

A little talk followed about their ability to govern themselves and her trust in them. When it was over, Arthur Niles, who was a privileged character, raised his hand and said in his half-roguish, half-deprecating way:

"But, Miss Dixon, don't you think you ought to put down a tardy-mark?"

"Yes, indeed, Arthur, and you shall all stay while I learn—"

"No'm, we'll excuse you this time," chorused Number Eight, with a little laugh at the end.

"You always stay, you know," said Alice Miller. "Wouldn't it be a little more different to take us skating on the pond in the woods where the evergreens grow?"

"I think I shall remember, Alice, and I'm sure you will, but if the lessons go well, we will see."

Then Miss Dixon stepped from the bar to the rostrum, and Number Eight was itself again. But, at recess, she went to Batty McLean, who was engaged with the digits and the digits reversed, which still refused to "prove."

"Did you tell me all about it, this morning, Batty?"

Batty felt that there was a bond of sympathy between himself and his teacher, which did not exist in the morning, and he opened his heart.

"Didn't mean to do it," he said. "My father runs a milk-cart, an' he's got the grip, an' I had to take his route. I got up at half-past two, for it's a good bit over to the five corners, with old Billy horse, when it's drifted so—that was why I laughed when you asked me why I didn't get up earlier. But I got all round in time if I hadn't had to go to the 'pot'ecary's. It was Jimsy's turn, but the clerks at the 'pot'ecary's do be fooling all the time, they won't come for us till they're good and ready, and Jimsy cried, for it would make him late. Jimsy never had a tardy-mark in his life," said Batty, proudly.

"I've had 'em," he went on "and I can run faster than he can, so I said I'd go. Well, they *did* keep me waiting. I ran all the way, but 'twasn't no use. I got another mark for Number Eight;" and Batty's pencil began to click again, its owner quite unconscious of the things his teacher was thinking of him.

She shook the chapped little hand, pencil and all. "To think how we used you, Batty, after all that brave trying!"

"Why, no'm, no'm, you didn't. I *was* late fair enough."

"I'll make all the anends I can, Batty; the children shall know. I'm proud of a tardy-mark that stands for such a morning's work. Now, don't lose another minute of this recess."

Batty gently interposed his elbow between the digits and the digits reversed, and the wet sponge that threatened them.

"Please, I think it's coming, this time, and I'd rather see."

It did "come," and Batty went out in such a frame of mind that although the teacher in charge of the stairs was looking another way, he conscientiously touched every stair, in going down, when he might have whirled down on the baluster.

There was cheering for Batty McLean, after recess, in Number Eight. Some one proposed three times three for Miss Dixon, too, but she struck the bell sharply. There was no occasion for that, she said.

"I'll make it up to you later, Batty," she thought to herself, "but what *will* become of the attendance record of Number Eight? How can I say a word, now, whatever, happens?"

But Miss Dixon did not have to solve that question, for, singularly and illogically enough, there was not another tardy-mark in Number Eight that quarter.

THE RELATIONSHIP BETWEEN THE COMMUNITY AND THE TEACHER AND ITS OBLIGATIONS.

At the closing exercises of the McGill Normal School held before the mid-summer holidays Prof. A. W. Kneeland, in bidding the graduating class good-by, spoke to them as follows :—

That you may the better meet the unknown future upon which you are launching out, permit me, in a few words, to point out some of the obligations which rest upon those among whom you may labour and some of those which, as certainly, rest upon you.

In other words, I would say that you have a right to expect certain things from the community, and the community have a right to expect certain things from you. In the right appreciation of these obligations rests largely your future success or failure in the path upon which you have entered.

Let me invert the order of these statements, and, first, state that you have a right to expect fair remuneration for your services. You are giving the best years of your life to the work of training the future men and women of the land, of making good and industrious citizens, of developing statesmen and patriots ; you are moulding that which is immortal, *not* the soulless clay with which men toy ; yours is a work for eternity, not for bounded time ; therefore, I say that your work should be recognized and rewarded according to its importance above the work of those who fashion the perishable things of this world alone, however important that work may be.

Again, you have a right to demand respect from the community. The dignity of your calling, the importance of your mission, the influence which you wield over the future, the nobility of life and character which, we believe, is yours, all demand as a just meed the honour and respect of an intelligent community.

Again, it follows, if my last proposition be true, that you have a right to expect admission into and recognition by the best society in the land.

Here, too often, may sin be laid at the door of the thoughtless people who are ready to commit the care of the mind and manners, soul and body of their children, for a large proportion of their waking hours, to those whom they refuse to recognize as fit to enter their homes or sit at their boards.

The teacher should be and usually is of the true nobility, is refined, cultivated, deserving of the best that society has to

offer; expects, therefore, and merits the open doors and open hearts of the aristocracy of culture and worth.

Now, while you have rights, and you should demand their recognition, you must not forget that the community have rights as inalienable as yours; and these rights you are bound to heed and respect. Teachers sometimes appear to think that children exist for the express purpose of affording them an opportunity for displaying their idiosyncrasies, venting their spleen and practising their cruelties, and that parents who presume to remonstrate at unfair treatment and cruel neglect, are presumptuous and rude, and should be treated with contempt.

Teachers, remember that the boy or girl who comes to you for light and uplifting is dearer to the parent than earthly riches or even life itself, and that with solicitous care and anxious heart he watches over the growth and development of his character, jealous of the slightest frown and hurt by the softest blow.

But I must speak briefly of the parents' rights in regard to the teacher: First, they have a right to demand proper preparation on the part of the teacher; this, so far as possible, we strive to give you here: but, while we endeavor to place before you the best methods of teaching and a modicum of instruction in branches new to you but useful in broadening your intelligence and cultivating your minds, there is a preparation in self-restraint, in consecration to duty, in reliance upon the Almighty, that you alone can make; this preparation, as well as the scholastic work which you are called upon to do, the community have a right to demand.

Again, the community have a right to expect an earnest and conscientious discharge of duty on the part of the teacher.

The consequences of carelessness, of indifference, of neglect, are stamped forever on the life and character of those committed to the care of the teacher who is a mere time-server and who heeds not where he treads; so too the fruit of earnest consecration to duty is ever borne by those who, in early years, have come under the refining influences of a true and conscientious life.

The community, also, have a right to demand that the example set by the teacher be a safe one; for his example, consciously or unconsciously, the child will follow. I can conceive how the life of the politician may be corrupt and the world not be made much worse; for he deals with men much like himself; I can conceive how the merchant may be dishonest

and the people not influenced largely thereby; for he deals with men of mature minds; I could even conceive how the clergyman might enunciate false doctrines from his pulpit, and men not be swayed very far to right or left; but I *cannot conceive* how the teacher of youth can live a corrupt life or utter sentiments at variance with truth and purity without contaminating the whole social stream; for he is the fountain head of the influences that are making our world what it is. Has he doubts concerning the great problems of life and destiny, let him hide them deep in the recesses of his own beclouded mind; has he habits that will not bear the light of day or the criticism of the purest or most refined, let him forsake forever a duty that is holy; does he indulge even in amusements that are questionable or in habits that are considered wrong by a fair minority of the community, let him set these aside as forbidden things, lest he perchance cause one of these little ones to stumble.

"*Sans peur et sans reproche*" should be his motto; and the community have a right to demand that his life accord therewith.

Again, growth may be rightfully demanded.

Where there is no growth, there is death; this is as true of the mental and moral as it is of the physical.

The world is advancing; new light is being thrown upon the great problems of mind and matter; improved methods of conveying instruction are being sought out; the teacher who does not advance with the times, is not doing justice by those committed to his care, and is not worthy of the confidence and esteem which he demands.

Like the tree that has ceased to grow, he is decaying at the heart and hastening to his fall, which involves not only his own mental ruin but that of those coming under his deadening influences. Finally, the community have a right to demand that the teacher recognize the complex nature of the being with whom he deals. Were man all mortal, were life all labour, were this life all of existence, were the culture and refinements of life not to be recognized in the life to come, were the science and the mathematics and the language not to influence the future life, were habits of exactitude and neatness and promptness and honesty not to make better men and women; then might the teacher confine his work to the spelling book or the arithmetic or the workshop or the gymnasium or the catechism or the creeds; but, if all that is refining, broadening, uplifting, strengthening, purifying, has to do with truest

success and enjoyment on earth and felicity in the world to come, then should we concede the demands that the community makes upon the teacher to mould the child so that with a symmetrical growth he may best fulfil the objects for which he was created.

With these thoughts, dear young teachers, go forth to your life work, assured that our sympathies are yours and that we feel safe in committing to your hands the honour of our noble profession.

Editorial Notes and Comments.

It is said to have been lately the regret of a member of a certain teachers' association, publicly expressed, that there was not sufficient of the fire of antagonism in the proceedings of its conventions to draw out the enthusiasm of its well-wishers. Alexander the Great is said to have wept when he had no one to quarrel with, and the weeping and wailing of those who have "feathered their own nest" with office and emolument is even in these days not an infrequent accompaniment to the restlessness of an ambition that has succeeded in carrying everything before it. When ambition is satiated from without, jealousy generally ferments from within, and thus in a man or in a convention or triumvirate of men there continues an excitement in the after events of an ambition "completely sated," until all rivalry is remorselessly crushed under foot. Thus it was perhaps in the conventions which the above mentioned critic stigmatized as being flat to *cunni*, not the absence of enthusiasm over educational progress that gave rise to the dullness, as the intolerance of those who are forever frowning upon the advocacy of any improvement as a vote-of-want-of-confidence in their own foresight and efficiency. Such intolerance is sure to crush out the general enthusiasm of any society and make of its gatherings a mere dumping ground for coterie-congratulations. Yet the personalities that are indulged in or provoked by the men who are always manœuvring in their own behalf are sometimes hard to subdue even in an arena where intolerance is a tyranny that replies by a vote. The worm will and does turn occasionally. The strident tones of the polemic who crows as loudly when there is no victory to claim as when there is one, makes meekness of ear a crime at times, when reticence blushes to find herself running a-muck instead of running away, as was her wont on other occasions, to hide her head.

—The polemics that indulge in personalities are, however, seldom if ever justifiable, no matter how insidious may be the provocation. Politics grown wild in foreign fields is a fit name for such indulgence in Christian gatherings. Yet forbearance, like the worm, will and does occasionally turn, and no one knows this better than the principal of the Chicago or Cook County Normal School, who has been lately arraigned in the newspapers of that city. Every teacher has heard of Colonel Parker, the great educational publicist, the educationist who has discovered that there is no method so great as the method that cannot be called a method, no device legitimate that does not reach the heart as well as the head of the pupil. Several of our readers have no doubt heard the Colonel speak, and may have been amused, interested and possibly instructed by what he said on the occasion. For Colonel Parker is an able speaker. He seldom addresses an audience that ever forgets they have heard Col. Parker. He is full of anecdotes and illustrations and can raise a laugh with the best of our humorists. But the Colonel is a theorist, at least Mr. Charles Thornton, a member of the Board of Education, has declared him to be so, and proceeds to criticize the Normal School, of which he is the principal, in the following merciless way. Mr. Thornton has found that the Cook County Normal School is a means to an end, the end being itself and the glorification of Colonel Parker, and it may be interesting to our readers to hear Mr. Thornton's side of the story.

—By facts and figures taken from the records of the school Mr. Thornton proves the utter inefficiency of the institution as a training school for teachers and shows Colonel Parker's ideas of instruction methods to be visionary, if not positively harmful. It is set out in Mr. Thornton's letter that the cost to the public of sending out a graduate from the normal school is more than \$500 per year, while the cost of maintaining a pupil in the Chicago public schools is but a trifle more than \$24. Mr. Thornton further demonstrates the inefficiency and inutility of the school under the present management, by submitting the results of examinations of a number of normal school graduates who applied for appointments as teachers in the Chicago schools. Out of forty-five graduates who took the examinations, only six gained the very low required 75 per cent. of correctness. Specimens of answers to questions put to members of these examination classes are given, and they would be funny, indeed, if the matter were not so serious. The normal school pupils seem particularly weak in mathematics and science. Principal

Parker's methods of teaching are severely arraigned by Mr. Thornton. It is said that all known rules and methods of instruction are either unknown or ignored in the institution. Whenever the Colonel hears of some new "idea" he at once tries it on the unfortunate pupils of the normal school, and as experiment rapidly succeeds experiment the pupils receive no sound, substantial instruction. The Colonel is said to be an ardent advocate of the "new education," which is also said to be Oscar Wildeism in instruction. According to Mr. Thornton it is rather difficult to tell just what Colonel Parker considers essential to an education. He does not think much of mathematics; grammar is useless and the sciences are subordinated to the theory of developing the student's "power to observe and feel." Mr. Thornton specifically asserts that the school has been turned into an asylum for Colonel Parker and his friends. More than half the graduates are not residents of the county, but have come from other states. Outside of Chicago the normal school certificate is accepted as a proof of a teacher's ability. In Chicago, where Colonel Parker and the normal school are known, the Parker diploma is not recognized, but all his graduates who apply for positions as teachers must pass examination. Mr. Thornton gives specimens of absurd songs which the pupils are compelled to sing in fulsome praise of Colonel Parker to the tune of "Willow, Tit-Willow, Tit-Willow," It is charged also that certain favored non-resident pupils have not been required to pay the \$75 a year for tuition, as prescribed by law, but are given nominal employment in and about the school. It is asserted that in 1893 the school was turned into a world's fair hotel and that no one knows what became of the profits. Colonel Parker himself is dealt with in harsh terms. He is said to lack moral perception, to be vainglorious and unfit for the position he holds. He is charged with neglecting his duties to make lecturing tours, and to spend his time writing a book instead of acting as principal of the school. In conclusion, Mr. Thornton says in reply to Commissioner Kunstman's query that he will not be a candidate for re-appointment to the county board of education, and he expresses the hope that a change of the management of the normal school will soon be made.

—But there is another side to the story of Colonel Parker's powers as an educator and an educationist; and perhaps it was the fact that there were two sides to the story so widely dissimilar that led us to trouble our readers with reading it. The teacher who has learned to look upon this picture and

upon this,—to listen to both tales, as the Montreal Society for the Prevention of Cruelty to Women and Children do, is sure to be all the better a teacher for it. "Some years ago," says Principal Parker's admirer, "an educational light shot athwart our American sky, which some of us were as quick to recognize as was Sir Walter Scott to perceive the genius of Byron. Learned men had sat in their studies and written profound essays on education, and scholarly superintendents had addressed respectful audiences of teachers with words of unquestionable wisdom. Yet the grind went on, unmitigated by all this respectable effort. Here and there, where a born teacher fell into exceptional surroundings, children lived and grew at school. But the great mass of teachers listened with more awe than understanding to the learned platitudes of the masters, and utterly failed to see any connection between philosophy and teaching. What these people wanted was to be shown theory in practice. Many were ready to respond with enthusiasm to the first spark which should be struck off by the union of historic discovery with their own fresh instinct of educational law. In short, this land was athirst for a great school leader. Col. Francis W. Parker was one of those born teachers who, with greater or less degrees of individuality and daring, were carving out ways for themselves here and there. His individuality was so powerful and his daring so great that he began to be heard of. Capable of immense enthusiasm, convinced alike by his contact with childhood as its teacher, and by his increasing knowledge of what the wise had thought out before him that he was on the road to truth, he made a noise about it, without waiting to be "finished." God help him! had he waited to be "finished" he would not have begun the leadership of teachers to this day; and as most of the active school leaders of this generation have drawn from his daring and enthusiasm, directly or indirectly, much of their inspiration (to say nothing of their audiences, whom he has, directly or indirectly, taught to listen) it isn't hard to guess where we should have been "at" without him. It is a generous estimate to say that the average teaching level of this country would have made about one-third the rise it has during the past fifteen years. The response to Col. Parker's teachings was electric. Those who failed to rouse teachers where he immediately (and without waiting to be "finished") succeeded were astonished and, we may presume from their slowness to recognize his value, not a little indignant at the spectacle. But the spectacle went on and on; despite the shrugging of Bostonian shoulders, the rocket proved a star

and the star is now seen from both hemispheres. Compelled, at last, to register this star, the slow-eyed educational astronomer turns his telescope upon it and discovers this: "Colonel Parker is at his best. In the very nature of the case he has been in the past both overestimated and underestimated. It is fair to him to say that the understimation has been wholly due to the overestimation. Could he have been judged by what he was and by the work he was doing at any time in the past twenty years, he would have been ranked much higher than he has been. His friends in their devotion claimed for him relatively and absolutely more than was just or judicious. In consequence, those who visited his school or listened to his addresses, failing to find the ideal, failed also to accept the real. All this has changed; the former claims are no longer made for the man or his work, and in consequence its genuine superiority—and there is genuine superiority—is appreciated and accepted." This means that Colonel Parker has justified the faith of friends and compelled the opposition to "come around." We very much doubt if the continuous growth of his work and influence have at any time occasioned in any admirer of former years a desire to unsay a word of praise or promise in regard to him. Certainly now that the world's educational leaders have recognized in the ripeness what his home critics either saw or failed to see in the bud, those who prophesied truly with regard to him have no reason to step back from their ground.

—The action of the Pontiac teachers, we think, is timely and reasonable. When one hears of the annual auction mart of Shawville, "credulity finds its utmost tension," and we heartily sympathize with the teachers who, while sensibly recognizing the origin of the trouble of their low estate in themselves, seek to find a remedy by putting an end to the competition of teacher bidding against teacher as a remnant of a past civilization. The salary ought to be paid to the position and not to the teacher, and we hope that the time is near at hand when the province of Quebec will show by its action that the principle is a sound one. The teacher who takes a less salary than her predecessor received is far from adding to the dignity of the teacher's office, and the teacher who does not seek to magnify her office in every respect, surely places herself beyond the pale of that professional pride which makes or mars the work done. Let all our teachers stand by one another in this matter of salary, no matter how the men who enjoy the sweets of office and emolument neglect our common

school interests. There is surely something to be encouraged over in the words :

Moved by Mr. Ernest Smith, of Quyon, seconded by Miss Amelia Smart, of Clarendon, and resolved unanimously: That a committee, consisting of Miss M. E. Whalen, Miss G. L. McKechnie, Mr. W. D. Armitage, Mr. R. Hodgins, and the mover, be appointed to draw up a petition to be signed by the teachers of the District of Ottawa, for presentation to the various boards of School Commissioners, asking them to state the salaries attached to the positions when advertising vacancies.

—At a time when the examination comes in for a share of denunciation from every one, it is refreshing to meet with the following that gives the other side of the question:—"Were our teachers all infallible," says a fear-nought superintendent of a neighboring city, "were they all perfect in morals and manners, indeed were they *superhuman* in their judgment, justice and wisdom, the advice to "let teachers have their way;" "permit them to teach and direct as they think best;" "don't hamper the pupil;" "permit him to wander and glean from nature's great fields;" "don't try to ascertain by examination the value and extent of his mental acquisitions;" "don't trouble his nervous system by tests; but promote on the judgment of his teacher" would be pertinent. I say if the teacher were without error in judgment and prejudice, then might such advice be considered; but we have already too much superficial product in the world of matter, and let us endeavor to keep this *shoddyism* out of the educational market. The best and most faithful teachers are not willing to have their year's labors measured by their own estimate; nor is the world at large willing to promote under the advice of one who, very naturally, might be biased. Examine the classes in their work done; do it judiciously and sensibly; and do not abandon these tests because some one nervous child in a hundred dreads the ordeal; provide graciously and carefully for this one. Do not hang the promotion entirely upon the combination of all the *yearly* or *term* trials; but combine with them the judgment of the teacher, made at the proper time and place. Instead of the examinations being a bugbear, most pupils enjoy them."

Current Events.

The fate of corporal punishment as a school discipline is not far from being decreed as a very unusual alternative, and those who laugh at the restraint of the "cunning of the old masters"

in their administration of affairs by the process of "from hand to hand" may take a trip to San Francisco to see how the regulation which has virtually abolished the strap in the schools of that city has worked. The Boards who would follow the example of San Francisco may wish to have a copy of the new regulation and here it is: "Corporal punishment shall not be administered in the high schools nor upon girls in any of the schools of the department, nor upon any children whose parents specifically object to it. Such punishment shall be administered only by principals or vice-principals, and shall only be resorted to in extreme cases, when other means fail to maintain obedience."

—St. Francis College opened on the 3rd of September under favourable auspices. The authorities have secured the services of the staff of last year, with the exception of Miss Goodfellow, who resigned her position last June, and who has been replaced by Miss B. Lufkin, M.L.A. The college department, which last year had nineteen students in attendance, probably the largest number it has ever had, re-opened on Monday, 10th September. One of the aims of this institution is to give a thorough education at the lowest possible cost. Both the College and the School, which are Protestant but non-sectarian, are situated in the town of Richmond, Que., a locality which cannot be surpassed for beauty, convenience and healthfulness.

—Stanstead College has also opened under favourable auspices. Its friends have rallied to its support, and the college authorities cannot but be grateful for the generosity and enterprise of the young men of the community who have raised a large sum of money for the purpose, and are already engaged in beautifying the college grounds and providing for the pleasant recreation of the students. A very fine cinder tennis court is just about ready for the young ladies, and a large athletic field is being projected for the boys, which will contain a cricket crease, a tennis court, foot ball ground, etc. The expense of putting in a fountain has also been provided for, and it is the intention to set out a large number of trees. The interest of the people of Stanstead in their school is worthy of imitation by all the communities in the province.

—The chief grievances among the school mistresses of the public schools in Germany are the want of uniformity in all that concerns them, and the inferiority of their position as compared with that of men teachers. The number of lessons they are required to give weekly varies from a minimum of twenty in Barmen and Stettin to a maximum² of thirty in

Dresden, the average number being about twenty-five; nor does this seem excessive: it is less than is exacted from masters in the same class of schools. The commencing salary is in country districts as a rule very small; in the towns it ranges from £45 (Koblenz) to £80 (Frankfurt a.M.). The maximum salary to which it is possible to rise shows again great inequalities: in Bingen it is £70, in Frankfurt a.M. it is £130; and the length of service by which an increase is earned varies with the locality. The average maximum salary may be taken at £95. At Frankfurt the maximum is reached by fifteen years' service; Gotha, which pays as a maximum the lordly sum of £75, requires the schoolmistress to serve for thirty years before she becomes entitled to it. Gotha merits a high place in the calendar of meanness.

—Ground will be broken early in the fall for the first building of the American University at Washington, otherwise known as the "Methodist" University. In the original scheme it was stated that no department should be opened until the endowment of the university has reached \$5,000,000, but the hard times of 1892-94 have put a check to the subscriptions, and those who have already made their subscriptions are anxious to see their money put to immediate use. The trustees have enlisted the sympathies of the Epworth League, and this organization has undertaken to raise \$500,000 for the building of an Epworth Hall and the endowment of an Epworth professorship. The endowments now amount to over \$700,000. The university is intended solely for post-graduate work.

—Professor Morris, at the head of the Chemical Department of Cornell University, commenced work as a fireman on the New York Central Railroad. He was advanced to be engineer, and then made up his mind to get an education. He studied at night, fitting himself for Union College, procured books and attended as far as possible lectures and recitations, running all the time with his locomotive. On the day of graduation he left the locomotive, put on his gown and cap, delivered his thesis, received his diploma, went back to his locomotive and made his usual run.

—In Montreal the long vexed question of the Hebrew school tax has received another turn. According to the law all Hebrew real estate owners have the option of inscribing themselves on either the Protestant or Roman Catholic school panels. Up to 1886 all Hebrew property owners paid their taxes under the Protestant panel and the Protestant School

Commissioners provided for the admission of Jewish children to the Protestant schools on equal terms with Protestants, and, moreover, provided special instruction in Hebrew for them. In 1886, the Spanish and Portuguese congregation, including most of the large Hebrew property owners, failing to secure the appointment of their Rabbi as teacher of Hebrew in one of the Protestant schools under salary, inscribed their names on the Roman Catholic school panel, on condition that the Board return eighty per cent. of the taxes collected to the congregation of that synagogue, the latter body establishing a free day school for Jewish children. This school is at present attended by only thirty children, but the institution receives some \$2,200 from taxes. A few years ago the other Hebrew congregations established a day school in connection with the Baron de Hirsch Institute, and it is attended by over two hundred children. The Institute being under neither Board does not receive a cent of taxes. There are two hundred and fifty Jewish children attending the Protestant schools, and the Commissioners received \$600 in taxes from the Hebrew property still inscribed on the Protestant panel. The Hebrew citizens interested in the Baron de Hirsch Institute, considering that the Spanish and Portuguese congregation received more than their share of the Hebrew taxes, have made many representations to the Commissioners on the subject, representing the claims of their own school to assistance.

—The Roman Catholic Board has now decided that the amount of the Hebrew school tax received by them shall be entirely divided among the children of the Jewish persuasion attending the schools established by them and placed under the control of the Board. The rate of the grant to the schools will be based on the average attendance of the pupils as shown by the monthly reports sent to the Board.

—The Board of Education of Jersey City have abolished reviews and written examinations for promotion, also the daily marking system. An estimate will be made each week by teachers of the value of the work done by each pupil, to be expressed on a scale from six to ten. Pupils will be promoted on recommendation of the teacher. Pupils not promoted may have recourse to examination. They have adopted a regulation that no smoking of tobacco in any form shall be permitted in any building under control of the Board. This rule is immensely popular with most of the teachers. It is reported that the State Board of Education will revoke licenses of teachers who use intoxicating liquors as a beverage.

—The following resolution is in process of being signed for presentation to the proper parties by the teachers of the northern section of the Province of Quebec:—We, the undersigned teachers of the counties of Ottawa and Pontiac, Province of Quebec, respectfully beg leave to ask the School Commissioners of said counties that in all future advertisements for teachers the salaries attached to the various positions vacant be stated.

—The calendar issued by the Commissioners of Lachute may be taken as an eagerness on the part of everybody in that community to have a successful academy. Principal Truell and his colleagues are worthy the confidence of all concerned with the school.

—In 1888, Cologne, Germany, opened a school for dull children. This has now an attendance of 150 children. Any child who is found to be abnormally dull in the regular schools is reported to the inspector, who after examining him decides whether he is to be admitted to the dullards' school. At first parents raised objections, but there is no difficulty now. A plan of this kind may find favor with our school boards.

—Several of our exchanges publish news from the high school which is a good thing on many accounts. One of the best plans we have seen is where each pupil is encouraged to send in one or more short spicy notes on events in the schools. Selections are made from these and they are published, without the writers' names, under the general head of contributions from the pupils of the high school.

Literature, Historical Notes, etc.

READING AT SIGHT.—Sight-reading in the Latin course has become more or less a concern to language teachers, inasmuch as it is now becoming a part of school examinations. Its introduction fortunately needs no defence, for the method has passed beyond the stage of educational experiment and novelty. Under the conviction that through the constant reliance on dictionaries and translations of classical authors, the student generally stops short of the essential aim in all language study, viz., the ability to read the language with ease and relish, teachers have felt themselves compelled to supplement the ordinary classical course. The innovation of sight-reading, it is to be hoped, will effect a beneficial change; it is but the first attempt in the ultimate aim of making translation at sight the sole test of fitness in the language. Then no longer a

skilful coach, a shrewdness in gauging the idiosyncrasies of an examiner, or a careful survey of old examination papers, will be summoned into play, but effective teaching. For the method tends to develop in the highest degree the teacher's individuality, which ought not to be hampered unnecessarily. It does much to destroy the evil influence of the constant use of literal translations, which, instead of educating the student, engenders a spirit of slavish dependence. The student at once perceives that he must become independent of his lexicon and grammar, if he is to pass the crucial test of sight-translation.

The aim of reading at sight is to attain a discipline and pleasure in the study. It gives the student and teacher the time to treat the great ancient authors as thinkers and artists, and not merely as a *corpus vile* for minute grammatical dissection. Though the characteristic of this method is the fundamental assumption that complete mastery of the language is attainable with reasonable effort, yet preparatory training must for the present be contented with a lower aim, that of training the student to read depending on himself without lexical or other aids. Reading at sight need not mean the taking up a text-book and reading it off understandingly at once as one would English. Facility in reading can only come by practice.

The question is being frequently asked as to the best method of teaching* sight-reading, and what "helps" are at hand. It would be impossible to attempt an adequate answer within the limits of the present article, but one may perhaps throw out suggestive hints, and those who are working in this line of growth may aid one another by discussion. At the present stage of educational systems, it seems to us quite unnecessary, or inopportune, to formulate a set of rules by which all teachers should proceed. The individuality of the teacher must be respected, and the method he pursues will largely depend on his previous training and habits of reading already formed. Each may question for himself the nature of the end proposed, and employ the method which, to his mind, is best adapted to further that aim. He must, therefore, be ready to study the philosophical and scientific activity of the age, for

* The attention of teachers may be called to the following works:—

The Art of Reading Latin: How to teach it. By Prof. Hale (Ginn & Co.)
Latin Gate. Abbott (McMillan & Co.) *First-sight Translation*, Parts 1-4.
Bendall and Lawrence (*University Press*). *Selections from Latin Authors for Sight-Reading*, in six parts, published by Wm. Foster Brown & Co., Montreal. Part II. is specially adapted to schools.

methods of language study were never more discussed than now. This will be the best security against a too great susceptibility to fashion or "fads," or a too great readiness to adopt innovations, as well as dogged perseverance and ultra-conservative tendency, which obstructs even after the force of evidence and respectable authority has become irresistible.

The preceding line of thought would lead one to infer that the methods pursued in sight-reading are not always the same. We may at present recognize two distinct schools, differing in their aims as well as methods. The one aims at first-sight translation, and the ordinary course of Latin is supplemented by constant translation of unprepared passages. Since this has been and is still the prevalent mode of teaching Greek and Latin, it would be superfluous for us to elaborate the process here. From the merest summary, any school-boy will be able to fill in the outline: "First look carefully for the *verb*, and translate it; then find the subject and translate it; then find the *modifiers of the subject*, then *the modifiers of the verb*, etc." It is quite impossible to estimate the value of such an intellectual exercise, in its power of analysis and adeptness gained by redistributing the parts of some intricate Greek or Latin thought and recombining them after the model of an English sentence.

Some of the best classicists of to-day, however, maintain that the study of the classics should be something more than an intellectual exercise, and that the essential aim should be such a command of the language, its vocabulary and inflexions, its syntax, and, most important of all, a knowledge of the plan upon which the Latin sentence is constructed, that he may be able to read the words exactly as they stand, and get a mental conception conveyed through the Latin order and in the Latin dress: that is, that we should read and speak and understand the Latin as the Romans did. The habit of reading without consciously translating, they maintain, must be cultivated by every means. "By the system of translating, the student does little more than break up the thought of the author into a thoroughly alien form. It is good training in English, but for a real mastery of the language it is the least effectual method among those to be employed. One of the main objects of teaching languages, to enable the mind to be widened by a sort of naturalization in the life and spirit of another age, is almost totally lost by the present translational method." If translation is desired, then the sentence, paragraph, or passage should be read and comprehended, first in the Latin, and then the

exact sense produced in the English idiom. It is claimed that the student will soon learn that the Latin order is the natural order, and feel a mental shock if that order is transposed; and that, unless this method is pursued, he will fail to understand, in the higher sense, the language, and its beauties, its rhythms and its life will be still locked to him. Some faint conception of the loss by construing the Latin sentence into the English order may be had by the attempt to arrange in grammatical or prose order some of the most beautiful poetic lines of English literature. Yet in the one case it may be still correct speech; in the other, it cannot be. To redistribute and recombine the parts of a Latin sentence in English order is to rend the life from the original, to destroy its symmetry and beauty, the peculiar charm that comes from the freedom of its arrangement. The language no longer lives and glows, it is no longer a living organism—it becomes in very truth a dead language.

The method proposed is not altogether new, but owing to the fact that its advocates are just now many and aggressive it demanded more than a passing notice. But it seems to us that the method to be entirely successful must be rigidly adhered to from the first lesson. It may be thought necessary to use translation in the early training, then translation of the words in the Latin order should be insisted on, giving all possible meanings of a word, which was not determined in its relations till later in the sentence. After the idea of each word is firmly impressed on the mind and the meaning of the sentence as a whole comprehended, the sentence ought to be read with due emphasis till the Latin words and ideas conveyed become inseparable.

But whatever method be employed, most scholars agree that all the purposes for which Latin is commonly studied can be best secured by making the power to read and write the main object of the preparatory course. Much effort, therefore, should be made to master a vocabulary. In regard to the ends to be attained in the knowledge of the language, it must be clear that no less stress should be laid upon the acquisition of a sufficient vocabulary than upon the study of the grammar. For it is through the possession of a vocabulary that satisfactory progress in reading is attained, and a probability that the student will carry his reading beyond the class-room. Acquisition of a vocabulary, too, is needed as a preparation for his professional studies and for a real understanding of the Latin element in English.

There ought also to be systematic training of the ear and

tongue, as well as the eye. Every avenue should be employed to make the knowledge of the language complete; and without pronouncing it with the tongue and hearing it with the ear, we cannot gain a real sense of the life and spirit of a foreign literature. The frequent reading of passages aloud and translation from dictation instead of the printed page will be found a valuable exercise. The learning of the text by heart fixes in the mind grammar and vocabulary, and keeps them ready for later use. No training, moreover, is complete without oral and written translation into the language under study. Here the live teacher needs no text-book, except the author his class may be studying at the time. The text furnishes vocabulary, principles of syntax and the order and arrangement of words in a sentence. Both teacher and pupil will always then have a classic model for imitation and derive inspiration from a living source.

The most serious difficulty, and one we would not attempt to minimize, is the want of time in secondary schools for training in sight-reading. The cure for this we must seek, in part, in more rapid and economic methods in teaching to read the language. And then the reading in class is expected to form only a small part of the reading at sight to be done by the pupil. He should be encouraged to do oral or written translations at home, where he may have a generous allowance of time, but without the aid of lexicon or grammatical help. Thus a stimulus will be afforded for private reading, and the consciousness of new strength will, in many cases, add a fresh incentive to further effort.

A. JUDSON EATON.

Practical Hints and Examination Papers.

The *Teacher's Institute*, in greeting its multitude of readers on their return to school from the holidays, joins with all teachers in a joint series of queries. Another year's work lies before us all. How is it going to tell? Will the youth of our land be as much the better ten months hence for all our earnest efforts as they ought to be? Are our plans for the coming year as much wiser than those of a year ago as an added year's experience should have made them? Is our determination to be watchful and patient and persevering as much stronger? Does our teaching fervor and ability grow with our growth and strengthen with our years? What shall we do in the class-room to put power for good living into the characters of our pupils? What shall we do to develop the wholesome side of individuality? What shall we do to fit the rising generation to better cope with the problems of a free people than our own is doing?

What can the teacher do in the class-room to keep out of the ever-waiting ruts and to keep her children from falling into them? How can she follow system and yet avoid routine teaching?

—The test of the teacher is efficiency. Not the showing he is able to make in an examination, but the final result he can produce in the character of those who come from under his hand. This efficiency is not of the sort that can be counted upon always to work an increase of salary. But the ability to leave a lasting mark on the mind and character of a pupil is the unmistakable sign of the real teacher. And the source of this power lies not in the teacher's acquirements, but deeper in the fibre of his character, "Words have weight, when there is a man behind them," said the prophet from Concord. It is the man or woman behind the instruction that makes the real teacher a great deal more than a mere instructor.—*Edward Eggleston.*

—The school-room often is a place of great trial, and this must be comprehended by the teacher. There are temptations to deception, to selfishness, to pride, to be cruel, bitter, greedy, and aggressive, awaiting every child. He must be told that to arise above selfishness, to hold pride in subjection, to refuse to deceive, to resolve not to be cruel, or bitter, or greedy day by day, will make him a nobler creature. But if this is told in the abstract it will not accomplish the end desired. There must be concrete illustrations, and it is well if the child can furnish these himself. In a school, lately, a class-room was visited, where resentment was discussed. One pupil gave as an illustration his observation of a horse that had become cross. "If he had not resented pinchings, he would not have been pinched." The whole effect was to let the pupils discuss and tell what they had seen. At the close the teacher remarked: "Pretty well done, but you have not observed and thought enough. Continue this discussion next Monday."

—COMMON SENSE ARITHMETIC.—Let the different pupils measure the room for themselves. You will be surprised at the awkwardness many display when first given a rule and asked to do practical work. Our rules were furnished by Milton Bradley & Co., and cost us ten cents per dozen. After measuring the room, the length of some one's step, the height of several, and they can form pretty good and correct ideas of the length of objects by "mental measurement," the following plan of questions may be followed:—

1. How many yards in the length? The width?
2. How many inches high is the room?
3. Edward's kite string is 18 feet long: How many feet must be put to it to reach along the one side?
4. Charles is 4 feet high. He stands on a step ladder and his head just touches the ceiling: How high is the ladder?
5. Bella steps two feet at a time: How many steps does she take to go the length of the room?

6. If the four walls were placed end to end, how long would they all be? The end walls only?

7. A fly walks a yard every two minutes: How long will it take her to reach the ceiling if she starts on the floor?

8. How long a card will reach around the room?

9. There are eight windows: How many panes if there are 8 in each window and what are they worth at the rate of 9 cents apiece?

10. Which can you walk the sooner: Along the end wall or the side wall? Explain.

11. The stove stands in the middle of the room: How far to each end? To each side?

With more advanced classes the cost of plastering, flooring, painting and carpentering can be given. Let the rates be as near *actual* as possible and the knowledge gained has a double value.

—How it is done.

2345621
7654379
2598432
7401568
: 2132142
3121421

25253563

There are experts who can add very rapidly. The best of them cannot add up a column of *ones* any faster than you can. Here is how some of the "rapid addition" is worked. The "professor" writes a line of figures, then another, and so on. The second line, however, added to the first makes *nines*, except at the extreme right, where the two figures add to *ten*. The third and fourth bear the same relation, and as many more as he chooses to put down. The last two lines, however, are put down at random. Now, to add these columns, he begins anywhere, perhaps at the left hand side, putting down 2 (the number of pairs above), then by simply adding the two bottom lines, he gets the correct sum. Try this. If your pupils do not "get the idea," you can use it to much advantage in drilling them in addition, without having the labor of adding long columns yourself.

—SCHOOL SURGERY.—As a hint from one of our contemporaries could our School Commissioners not supply our schools with the following cheap and simple apparatus?

A few slips of clean soft rag, a roll of soft cotton bandage, a little absorbent cotton wool, a small pair of sharp scissors, a small pair of splint-extracting tweezers, a small roll of adhesive rubber plaster, $\frac{1}{2}$ -oz. bottle of collodion, $\frac{1}{2}$ -oz. bottle of Friar's balsam, $\frac{1}{2}$ -oz. bottle of tincture of arnica, $\frac{1}{2}$ -oz. bottle of sal volatile, and a little smelling salts.

DIRECTIONS FOR USE OF CONTENTS OF SUCH.

Collodion.—Apply to cuts with small camel-hair brush, to bind edges together. Paint over blisters, abraded surfaces, chilblains, etc.,

to exclude the air. It may also be spread on strips of muslin and used as a plaster in the above cases.

Friar's Balsam.—For cuts and abrasions paint on as collodion, for which it is a good substitute, though not drying so quickly. For chronic cough give a few drops internally on sugar. Friar's balsam is a most excellent and generally useful preparation.

Tincture of Arnica (poison).—For bruises and sprains, make a lotion by adding twenty drops to a dessert-spoonful of water, and rub the part frequently with it (be careful not to get it in the eyes or on the lips). If the skin is broken it is better not to use arnica, except in very weak solution (five drops of tincture to a tablespoonful of water), and for such cases collodion and Friar's balsam are much better applications, unless (as in case of a black eye) there is much discoloration.

Sal Volatile (Aromatic Spirit of Ammonia).—For fainting, nervous headache, or heartburn, 15 to 30 drops (child), 30 to 60 drops (adult), in wine-glass of water. For nettle or insect stings, paint over wound.

Smelling Salts.—For headache, fainting, etc. By adding a few drops of pure carbolic acid, thymol, or eucalyptol, the salts may be converted into anti-catarrahel smelling salts quite as effective as those sold under fancy names at extravagant prices. Smelling salts may be strengthened when they become weak, by the addition of a little strong solution of ammonia.

Soft cotton rag is required for binding up small cuts and wounds.

The Cotton Bandage is a specimen of the kind required for larger cuts and wounds. It should, of course, vary in width with the part to which it is to be applied. The first treatment of fractures and extensive wounds, the *Triangular Handkerchief Bandage* is unequalled.

NOTE.—A strip of sheet india rubber, one or two yards long, and about two inches wide, is one of the most easily applied and effective bandages for arresting bleeding from a wounded limb.

Absorbent Cotton Wool, bound over cuts tends to arrest bleeding, like puff-ball and spider's web.

The Scissors are useful for cutting off pieces of skin, etc., that may get rubbed up. They should be used as little as possible for clipping bandages, plasters, etc., and should be kept very clean and sharp.

The Tweezers are required for extracting splinters, stings, etc. They should always be well cleaned and dried after use before being put away.

Rubber Adhesive Plaster is better and more adhesive than the ordinary diachylon plaster. Like diachylon, it has little or no healing property, but it is useful simply for bringing together the edges of wounds, and thereby assisting the healing process of nature. If applied to a raw surface or covered completely over a wound, diachylon especially is very liable to cause inflammation or ulceration.

ENGLISH (GRADE III. MODEL SCHOOL OR I. ACADEMY.)

SECTION I.

1. Break the following passage up into clauses and underline the predicates:—

Thus to relieve the wretched was his pride,
 And e'en his failings leaned to virtue's side;
 But in his duty, prompt at every call,
 He watched and wept, he prayed and felt for all;
 And as a bird each fond endearment tries
 To tempt its new fledged offspring to the skies,
 He tried each art, reproved each dull delay,
 Allured to brighter worlds, and led the way.

2. Write out any passage of ten lines or more taken from the last hundred lines of the "Deserted Village," and then paraphrase it.

SECTION II.

3. What are ten of the principal events in the life of Oliver Goldsmith?

4. Write out the stanza beginning "Vain transitory splendours?"

5. What is the context of the expressions:—

Low lies that house, etc.

Now lost to all, etc.

That Trade's proud empire hastes, etc.

Far different these, etc.

SECTION III.

6. Write out in your own words the paragraph read on Friday for dictation. (The examiner may read the paragraph once in the hearing of the pupils.)

7. Give the derivation of the words:—*convex*, *tribe*, *intrude*, *torrid*, *poison*, and give examples of words formed from the stems of these words, two to each stem at least.

8. By means of relative pronouns, adverbs and participles, expand the sentence: "The village church topt the hill," (1) into a complex sentence of at least thirty words, and (2) into a compound sentence of at least forty words.

ARITHMETIC (GRADE III. MODEL OR GRADE I. ACADEMY.)

SECTION I.

1. If $\frac{2}{3}$ bu. wheat cost \$ $\frac{5}{8}$, what is the cost of $\frac{3}{4}$ bu.?

2. How many acres does a farm contain, if $\frac{3}{4}$ of it is in grass, $\frac{1}{8}$ in corn, $\frac{1}{4}$ in wheat, and the remaining 16 acres in oats?

3. A merchant had \$91.20 remaining after buying 2180 bushels of rye at 75 cents per bushel, and 5237 bushels of wheat at \$1.05 per bushel. How many bushels could he have purchased if he had bought no rye and invested all his money in wheat?

SECTION II.

4. 18% of a man's wealth is in real estate, 24% in bank stock, 26% in railroad bonds, and the remainder in money. What is he worth if his money alone amounts to \$10288?

5. What is the interest of \$837.40 for 1 year, 7 mos., 23 days, at 6 per cent. per annum.

6. A and B engage in partnership, A investing \$5976 and B \$6474. What per cent. of the capital of the firm did each invest?

SECTION III.

7. What is the square root of 10.125124 and of $\frac{1}{1000000}$?

8. What is the area of a triangle whose base is 18 yards and altitude 24 feet?

9. What is the cost of a rectangular piece of land 242 yards long and 110 yards wide, at \$36.50 per acre?

LATIN (GRADE III. MODEL SCHOOL OR GRADE I. ACADEMY.)

SECTION I.

1. Translate;—Dum nos placidus somnus recreabat, vos vigilabatis. Si animum virtutibus ornaveris, semper beatus eris. Tarquinius Priscus Romam urbem muris cinxit. Audacter pugnavit atque amicum fortiter defendit. Pax cum Caesari non facta est. Brutus in castra Caesaris venerat. Milites urbem expugnare possunt. Qui Deo obedit, etiam hominibus obediunt. Hannibal magnum exercitum in Italiam ducet. Vires vestas semper exercete, pueri!

2. Translate:—Verba bona discipuli a magistro laudantur. Multos et altos muros aedificabant viri urbis. Multa verba in memoria manserunt. Viri fortes urbem templaque defenderunt. Clamoribus militum nostrorum territi sunt hostes. Servi Graeci filios Romanorum nobilium educabant. Capita animalium multorum videbantur. Ita judicat iudex justus, ut in omni re rectam conscientiam servet. Graecia omnibus artibus floruit.

3. Translate into Latin:—God is the creator of all things. The king's physician was bound by his slave. I shall not fortify, you are not being clothed, they will not be punished. The city is fortified by strong walls. The citadel was very carefully guarded by the soldiers.

SECTION II.

4. Parse the nouns in the first five sentences of either of the above extracts.

5. Decline *hortus* and *genus*.

6. Decline *hic* in the singular, and *is* throughout.

SECTION III.

7. Give the Latin numerals from thirty to fifty.
8. Conjugate *moneo* in the imperfect indicative and subjunctive active, and in the future indicative and present subjunctive passive.
9. Parse ten of the verbs in either of the extracts in Section I.

SACRED HISTORY (GRADE III. MODEL SCHOOL OR I. ACADEMY.)

SECTION I.

1. Name ten places mentioned in the gospels and describe minutely where they are situated.
2. Give an account of the Temptation. What poet has described this event?
3. Enumerate any five of the miracles, and narrate in your own words the circumstances of any one of them.

SECTION II.

4. What is a parable? Narrate the parables of the sower and of the talents. Explain them.
5. Who were :—Paul, Stéphen, Nicodemus, Luke, Zebedee, Mary Magdalene, Herod, Annas, Judas, Jude?
6. What events in Bible history happened near the Jordan? Describe the course of the river.

SECTION III.

7. Give an account of the Transfiguration. On which of the mountains of Palestine is it supposed to have taken place?
8. Describe the flight into Egypt and the causes which led to it.
9. Christ is said to have uttered seven different expressions while on the cross: repeat those you remember.

GEOMETRY (GRADE III. MODEL SCHOOL OR I. ACADEMY.)

SECTION I.

1. Name the various kinds of four-sided figures and define them.
2. Draw the figures of the first five propositions in Book I.
3. Give the general enunciations of the last five propositions in your course.

SECTION II.

4. Prove that the exterior angle of any triangle is greater than either of the interior or opposite angles.
5. Prove that any two sides of a triangle are greater than the third side.
6. Draw a straight line equal to a given straight line from a given point out of the same.

SECTION III.

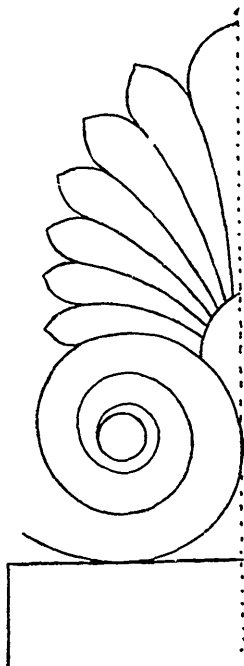
7. "Any two angles of a triangle are together less than two right angles." Write out all the parts of this proposition.

8. Construct a triangle which has its sides equal to three given straight lines.

9. Show the difference between the fourth and eighth propositions in their enunciation and construction. Prove either one of these propositions.

DRAWING (GRADES I. AND II. ACADEMY.)

1. Draw a regular pentagon within a circle five inches in diameter.
2. Draw a regular triangular prism in perspective whose length is three times the altitude of its base.
3. Represent on paper a house enclosed within grounds, or the head of a cow. (Do not attempt this by way of caricature.)
4. Enlarge this figure a third, and complete both sides of it in balance with the usual finishing line. (The paper used must be regulation drawing paper.)



ENGLISH (GRADE II. ACADEMY.)

SECTION I.

1. Break the following passage up into clauses, and underline the predicates :—

The hunter viewed that mountain high,
 The lone lake's western boundary,
 And deemed the stag must turn to bay
 Where that huge rampart barred the way . . .
 The wily quarry shunned the shock
 And turned him from the opposing rock.
 Then, dashing down a darksome glen,
 Soon lost to hound and hunter's ken,
 In the deep Trosach's wildest nook
 His solitary refuge took.

2. Give the particular analysis of the last sentence, beginning "The wily quarry," &c.

SECTION II.

3. What events are represented in Canto II. as having taken place. Write them out as in a composition, illustrating by quotations.
 4. Write out in consecutive order any fifteen lines taken from Canto IV.
 5. Draw a map of the district of the Trosachs, inserting all the prominent places mentioned in the poem.

SECTION III.

6. Compose a paragraph of at least fifteen lines on the "Character of Roderick Dhu." (Be careful of your sentences.)
 7. Give in your own words a synopsis of the last Canto, as a composition exercise.
 8. In connection with what event do the following lines occur. Give the context:—

Yet slow he laid his plaid aside . . .
 Hail to the chief who in triumph advances . . .
 It was a lodge of ample size . . .
 Thy secret keep, I urge thee not . . .
 Then clamoured loud the royal train . . .

LATIN (GRADE II. ACADEMY.)

SECTION I.

1. Translate into English:—

His Cæsar ita respondit: "Eo sibi minus dubitationis dari, quod eas res, quas legati Helvetii commemorassent, memoria teneret: atque eo gravius ferre, quo minus merito Populi Romani accidissent; qui si alicujus injuriæ sibi conscius fuisset, non fuisse difficile cavere; sed eo deceptum, quod neque commissum a se intelligeret, quare timeret; neque sine causa timendum putaret. Quod si veteris contumeliæ oblivisci vellet; num etiam recentium injuriarum, quod eo invito iter per Provinciam per vim tentassent, quod Æduos, quod Ambarros, quod Allobrogas vexassent, memoriam deponere posse? Quod sua victoria tam insolenter gloriarentur, quodque tam diu se impune tulisse injurias admirarentur, eodem pertinere: consuesse

enim Deos immortales, quo gravius homines ex commutatione rerum doleant, quos pro scelere eorum ulcisci velint, his secundiores interdum res et diuturniorem impunitatem concedere."

2. Translate into Latin :—

Although these things were so, yet hostages might be given to him. He understood that they would do those things which they had promised; and he said that he would make peace with them if they would give satisfaction to the Ædni. But Divico replied that the Helvetians were accustomed to receive, not to give hostages. He said also that the Roman people had been witness of this thing; and having said this, he departed.

SECTION II.

3. What is the full force of *quo minus, num etiam, tam diu, consuesse enim*. Explain the construction in each case.

4. What is the difference between the *direct* and *indirect discourse*. Give all the examples in the above extract of the "accusative before the infinitive."

5. Narrate the story of the Helvetian War in your own words.

SECTION III.

6. Give the principal parts of any ten of the verbs in the Latin selection, none of them being the same.

7. Write a list of all the nouns in the same selection and mention their gender and case.

8. Write out ten of the rules of Latin syntax and exemplify each of them in a Latin sentence.

GEOMETRY (GRADE II. ACADEMY.)

SECTION I.

1. Name the various kinds of four-sided figures and define them.

2. Draw the figures of propositions II., IV., VI., XI. and XIII. in both books.

3. Give the general enunciations of propositions VIII., XXIV. and XLV. of Book I. and the same of propositions VII. and XII. of Book II.

SECTION II.

4. Prove that the exterior angle of any triangle is greater than either of the interior or opposite angles.

5. Prove that any two sides of a triangle are greater than the third side.

6. Construct a parallelogram equal to a given triangle having an angle equal to a given angle.

SECTION III.

7. What proposition in Book II. can be represented by the algebraical formula $(a + b)^2 = a^2 + b^2 + 2abc$. Enunciate it.

8. Prove that if a straight line be divided into two equal parts and also into two unequal parts the squares on the two unequal parts are together double of the square on half the line and of the square on the line between the points of section.

9. Construct a square equal to a given rectilineal figure and prove the proposition.

ALGEBRA (GRADE II. ACADEMY.)

SECTION I.

1. Find the H.C.F. of $x^4 + 7x^3 + 6x^2 - 32x - 32$ and $x^2 + 9x + 20$; and find the L.C.M. of $x^2 - y^2$, $x^2 + xy - 2y^2$, and $x^2 + 9x + 20$.

2. Find the simple factors of $x^2 - y^2 + z^2 - a^2 - 2xz + 2ay$ and of $x^{16} - y^{16}$.

3. Find the product of $(a + b)$, $(a^2 + ab + b^2)$, $(a - b)$ and $(a^2 - ab + b^2)$.

SECTION II.

4. Solve the equation :—

$$\frac{4x+7}{4x+5} + \frac{4x+9}{4x+7} = \frac{4x+6}{4x+4} + \frac{4x+10}{4x+8}$$

5. Solve the equation :—

$$ax + b = bx + a.$$

6. Solve the equation :—

$$(x+7)^2 + (5-x)(x+5) = 36x.$$

SECTION III.

7. Find a number such that when it is divided into 4 and into 3 equal parts, the continued product of the former parts shall equal 81 times the continued product of the latter.

8. The breadth of an oblong space is four yards less than its length; the area of the space is 252 yards. Find the length of its sides.

9. The debt on a new school was paid off by three generous friends of education. *A* paid half the debt and \$2 more; *B* paid half the remainder and \$7 more; *C* paid half the remainder and \$8 more. How much did each pay?

FRENCH (GRADE II. ACADEMY.)

SECTION I.

1. Same as question 1, Grade III. Model School or I. Academy.

2. Translate into English :—La prise d'Anvers avait habité Philippe II. à user de ces moyens qui étonnent l'imagination des hommes. Les refus qu'il avait éprouvés de la reine Elisabeth, le désespoir de ne plus régner sur un pays où, de concert avec son épouse Marie, il avait élevé tant de pieux bûchers, la jalousie qu'excitaient en lui les premières entreprises de la marine anglaise, les exploits et les découvertes de Drake, de Davis, et de Frobisher, le besoin d'ôter à la Hollande le seul allié qui lui restait fidèle, enfin la mission qu'il croyait avoir reçue du ciel de combattre partout l'hérésie, lui firent équiper une flotte qui pouvait remplir d'épouvante les deux hémisphères. Les préparatifs de cette flotte occupèrent pendant trois ans tous les peuples-soumis à la domination de Philippe.

SECTION II.

3. Same as question 2, Grade III. Model School or I. Academy.

4. Translate into French :—In vain did Philip spread the report that this great armament was destined for the West Indies. Elizabeth knew too well the hatred, the ambition and the fanaticism of her own enemy, to doubt for a moment that England alone was threatened. She seized the occasion which presented itself to save the glory and the independence of her country. Aided by her vigilant minister Walsingham, and even more by the resources of the country and the patriotism of the people, she was able to float more than eighty ships of war.

Correspondence, etc.

In answer to some queries about writing we quote the following:—

The front position is the best.—Face the desk, the body being nearly upright and brought close to, but not touching, the desk. Both feet should rest flat upon the floor, the left thrown a little in advance of the right. The arms from the elbows to the hands should rest upon the desk. The left hand holds the book firmly in position and in connection with the writing arm forms a right angle. The writing arm forms a right angle with the ruled lines.

Pen Holding.—The writing hand rests upon the tips of the nails of the third and fourth fingers. This rest for the hand is called the *sliding rest*. The arm rests upon the muscular part between the elbow and wrist. The wrist should be held perfectly flat so that a penny or button placed upon it will not slide off while writing; the wrist also should not touch the desk. The first finger rests upon the pen, the tip of the finger being from one to one and one-half inches from the point of the pen. The finger forms with the pen a slight bow, the pen crossing the finger between the two upper knuckles. The second finger is held so that the pen crosses it at the root of the nails.

Height and slant.—All the letters, large or small are either one, two, or three spaces in height. The one-space letters are *a, c, e, i, m, n, o, u, v, w,* and *x, r,* and *s* are a trifle higher.

The two space letters are *t, d,* and *p.* The three space letters are as follows: *l, b, h, k,* and the upper part of the *f*; *p* and *g* extend one and one-half spaces below the line; *j, z, y, g,* and *f* extend two spaces below the line.

Slant.—The down stroke of nearly all the American systems is at an angle of about 52°.

Width.—The width of letters is measured by the width of the small *u*, the distance between the two top points being called one space. In the small *n* the distance between the down strokes is the same as the *u* one space. Now take the word *and*; the distance from the starting point to the beginning of the down stroke is two spaces. The distance from the down stroke of the *a* to the down

stroke of the *n* is one and one-fourth spaces, from the down stroke of the *d* two spaces, from the down stroke of the *d* to the finish of the letter, one space.

Analysis.—Very little analysis is used at the present time, but in forming letters the terms under curve, over curve, and straight line are often used. Thus in making the *m* the teacher says, "Over curve, straight line, over curve, straight line, over curve, straight line, under curve, straight line." All the letters can be made by this method, and the teaching of elements and principles avoided.

Science and art.—The systematic arrangement of knowledge is called science. When applied to lines, angles, spaces, shading, etc., as used in writing it is called the science of penmanship. Art is the application of science. Writing becomes an art when we can apply the principles laid down by the science in actual writing and the art is in a high or low state according to the skill displayed in executing it.

—A young lady gives the following as a cure for tardiness which our teachers may desire to read :—I have a cure for tardiness, which I have tried, and it has proved so great a success that I send it to you. At the beginning of the school year in September, 1893, I started out with thirty new pupils. During the first month I had two cases of tardiness; the second, one, and the third, one. Three of them were caused by the same boy, who could not get up in season to eat his breakfast and get to school by half-past eight. Every plan was tried to prevent it, except by punishing (which I did not want to do) without success, until I told them at the beginning of a new month, if we did not have any tardiness for one week, they should have a surprise Friday afternoon. During that week the troublesome boy came to school three mornings without his breakfast, but was not tardy. Before school time Friday afternoon, every child in the room, I think asked several times if they were to have a surprise. I replied, "Yes," every time. At 1.45 every one being present, I thanked them for the improvement made, and then told them that we would invite all the children in the building and teachers to unite with us in singing patriotic songs the first half hour. The invitation was accepted. After all was over the troublesome boy asked, if we were going to sing every Friday afternoon. I replied, "Yes, if we have no tardy marks." The children's faces were radiant. From this device we have had many good results. We have had no tardiness in my room for twenty weeks. It has inspired the children with a feeling of pride. After the singing the children are allowed to recite "Memory Gems" which they enjoy very much. It has taught the children how to behave when brought together. Try this plan before punishing for the evil.

HELEN VINE.

—Has any teacher in the Province of Quebec a query of this kind to put?—"In the district where my sister has been teaching the schoolhouse is located on a cross road. The road was drifted full of snow and no track was made through the drifts for several days.

She made two or three attempts to reach the schoolhouse but could not. Should she forfeit wages for time thus lost?"

—In one of your recent numbers a puzzled teacher asked you to give a good answer to the question, "Why invert the divisor when it is a fraction?" to which you gave two or three answers.

Permit me to submit another.—"Simply for convenience."

Thus $6 \div 3.4 = ?$ Since the divisor has a name, fourths, the dividend must have the same name, as in addition, and subtraction, or a common denominator.

Hence, $6 \div 3.4 = 24.4 \div 3.4 = 24.3 = 8.$

But for convenience $6 \div 3.4 = 6 \times 4.3 = 24.3 = 8.$

Hachensack, N.J.

A. A. B.

—How am I to cure the bad grammar in my school? The grammarian's false syntax is often a thoroughly artificial product, made up to work with the rule which he wishes the pupil to apply. His sentences commonly belong to two widely different classes. Either they are fashioned for the purpose of illustrating some far-fetched rule, or some hair-splitting distinction as to the use of words, and consequently are totally removed from the pupils' needs or demands; or else, they contain forms of speech so palpably wrong that the pupils would perhaps never have dreamed of them had the book not suggested them. The very sight of the incorrect sentence is pernicious, since it may engrave upon their minds errors otherwise unknown. There is a way in which we may do this work and avoid the fatal effects of the text-book sentences. Select three pupils to-day and tell them to make a list of all the incorrect sentences which they hear from that time until the beginning of school to-morrow morning. They are to be alert in the school-room, the playground, on the street and at home. They are not to report the names of the persons detected in murdering the American language. To-morrow take up these sentences one by one, reading them to the class for correction. Do not write them upon the board. Use your judgment in omitting any sentences not wisely reported, or not well adapted to the exercise. In this way you may get at the actual speech of the people with whom your pupils come in contact and by whom they are affected.—*Enquirer.*

Books Received and Reviewed.

[All Exchanges and Books for Review should be sent direct to Dr. J. M. Harper, Box 305, Quebec, P.Q.]

THE GRAPHIC READERS are the finest series of Readers ever published, and to assimilate them as a series for our Canadian schools would be an easy undertaking. They are published by William Collins, Sons & Co., of Glasgow, Scotland. The prominent features of excellence are the arrangement into lessons, the clear

typography, the beautiful and appropriate illustrations, the quality of the paper, and the strength of the binding. We heartily commend the enterprise of the firm that has put on the market, at great expense, such an excellent series.

XENOPHON'S ANABASIS, edited by Drs. Goodwin and White, of Harvard University, and published by the Messrs. Ginn & Co., of Boston. In this attractive text book are to be found the first four books of the Anabasis, and we can only repeat the encomium passed upon it by a student who took it from our table to examine it, "Would that we had had such a text book when we were going through our Greek class." In point of historical notes, explanatory elucidations, illustrations and expansive vocabulary, the book is sure to be a favorite with master and pupil.

PRIMARY GEOGRAPHY, by Alex. Everett Frye, and published by the same firm, is sure to make the progressive teacher long for the day when he may have some choice in the selection of his own text books. The maps and illustrations are of the finest, and the text is just what the young student will take to with zest.

THE INTERNATIONAL CONGRESS OF EDUCATION has issued its volume of addresses and proceedings in connection with its celebrated gatherings at Chicago during the summer of 1893, and a magnificent compendium it is. The reports are given of the addresses of the educationists, who collected from all parts of the world to take part in the discussions, and those who went from the Canadian provinces have no cause to find fault with the courtesy of the compilers. The men who *run* our Dominion Association and prepare its reports would lose nothing by procuring a copy of these transactions, and from its pages find out how a compilation can be issued without giving offence to the contributors.

SCHOOL HYGIENE, by Dr. Arthur Newsholme, of London University, and published by Messrs. D. C. Heath & Co., of Boston. The laws of health in relation to school life is the subject discussed in this neat little volume; and we would advise every Board of School Commissioners or the secretary to secure a copy of the work. To study such a work as this would open the eyes of many of our School Commissioners to the necessities of school hygiene, in the choice and improvement of the school site, the construction of the buildings, the school furniture, lighting, heating, ventilation, drainage, muscular exercise, etc. The Government would do a great deal of good by distributing a number of these books.

SCIENCE OF THOUGHT, by F. Max Müller, and published by The Open Court Publishing Co., Chicago. The thoughtful teacher will find the first beginnings of many things for himself in this little volume of three of Max Müller's lectures. Let them procure it by sending to the publishers 25 cents.

THE CYCLOPÆDIC REVIEW OF CURRENT HISTORY is a periodical which we have frequently recommended to our teachers, as a source

from which they may draw material for many a lesson on current events. It is published by the Messrs. Garretson, Cox & Co., Buffalo, N.Y., at \$1.50 per annum.

ZOOPRAXOGRAPHY, by Prof. Edward Maybridge, and published by the University of Philadelphia. Zoopraxography means the science of animal locomotion, and anyone who has seen the zoetrope in operation will understand what this little volume undertakes to explain.

GOOD LITERATURE. Messrs. Houghton, Mifflin & Co., of Boston, have just issued a very interesting pamphlet of 32 pages, entitled Good Literature. It is divided into three parts. The first part contains the opinions of eminent men who favor the use of literature in schools. In part two are given the methods of using literature adopted by the Superintendent of Schools in Chicago, Mr. Balliet, the Superintendent of Schools at Springfield, Mass., Mr. Maxwell, the Superintendent of Schools at Brooklyn, New York, and many others. The third part contains a graded list of literary masterpieces suitable for school use. There is an interesting introduction to the whole, showing what the aim of the publishers has been in supplying good literature in a cheap form. There is given also an index of the seventy-six educators represented, and an index of the authors whose works are described. Every person interested in having good literature read in the schools of our country is strongly advised to send to the publishers for a copy of this pamphlet, which will be sent free on application.

PROMETHEUS UNBOUND, by Percy Bysshe Shelley, edited by Vida M. Scudder, M.A., and published by the Messrs. D. C. Heath & Co., Boston. This edition, the only students' edition in existence, has an excellent introduction, and closes with suggestions towards a comparison of Shelley's work with that of Æschylus. It is in every respect a valuable introduction to the study of Shelley's greatest work. The price is only 65 cents.

CÆSAR'S DE BELLO GALLICO, Books V. and VI. with introduction, notes, maps and illustrations, appendix with hints and exercises on translation at sight and on re-translation into Latin. The editor of this very complete volume is Mr. Robertson, of one of the Toronto High Schools, and the publishers are Messrs. W. J. Gage & Co. The book does not come within the scope of our curriculum, but if it did we would have no hesitation in recommending its use in our schools as a text book sufficient for every purpose within its scope.

SELECT POEMS OF TENNYSON with introduction and notes by Dr. F. H. Sykes, M.A., and published by the Gage Co. of Toronto. We can imagine nothing so attractive as this volume for the pupil entering upon a study of Tennyson.

THE ATLANTIC MOETHLY has an excellent table of contents for September for the teacher on his return from the summer holidays.

Official Department.

NEW SCHEME OF BIBLE STUDY FOR PROTESTANT SCHOOLS AUTHORIZED BY THE PROTESTANT COMMITTEE.

Class.	New Testament Stories.	Old Testament Stories.	Memorized Matter.
Grade I.	<p>Events connected with Birth of Christ. Luke i., 11.7. Visit of Shepherds. Luke ii., 8-20. Visit of Magi. Matt. ii., 1-12. Flight into Egypt. Matt. ii., 13-23.</p> <p>Jesus and the Doctors. Luke ii., 41-52. Baptism. Luke iii., 15-23. Matt. iii., 1-17. Death and Burial. John xix. Resurrection and Ascension. John xx., and Acts i., 3-12.</p>	<p>Outlines of chief events to the end of the life of Joseph.</p>	<p>The Lord's Prayer.</p> <p>The Beatitudes.</p> <p>Six special texts, viz.: Psl. iv., 8. Psl. li., 10, 11, Matt. xi., 28, John iii., 16-17.</p>
Grade II.	<p>As in previous year together with the Circumcision and Presentation of Jesus. Luke xii., 21-38. Preparation at Nazareth. Luke xi., 51-52. Choice of Apostles. Luke vi., 12-19. Imprisonment of the Baptist. Mark vi., 17-20. Death of the Baptist. Mark vi., 21-29. Supper at Bethany. John xii., 2-8. Entry into Jerusalem. Mark xi., 1-2.</p>	<p>Outline of chief events to the death of Joshua.</p>	<p>The Lord's Prayer.</p> <p>The Beatitudes.</p> <p>The Apostles' Creed.</p> <p>Six special texts, viz.: Psl. xix., 12-14, Prov. iii., 5, Matt. xi., 29, John x., 14, John xiv., 15.</p>
Grade III.	<p>As in previous year together with Temptation. Luke iv., 1-13. First Passover of Ministry. John ii., 13-25, iii., 1-21. Peter's confession. Matt. xvi., 13-20. Transfiguration. Matt. xvii., 1-13. Sending out the seventy. Luke x., 1-16. Feast of Dedication. John x., 22-42. Paschal Supper. John xiii., 1-35. Garden of Gethsemane. Matt. xxvi., 36-46. Betrayal. Matt. xxvi., 47-56. Trial. John xviii.</p>	<p>Outline of chief events to the end of Solomon.</p>	<p>As before, except the texts with the addition of the Ten Commandments and Mark xv.</p>

Class.	New Testament Stories.	Old Testament Stories.	Memorized Matter.
Grade IV.	Appearances after Resurrection. John xx., Matt. xxviii., 16-27, Luke xxiv., 13-35. Pentecost. Acts ii. Gospel according to St. Mark.	Two Kingdoms, Captivity, Return, Second Temple, Daniel, Ezra, Nehemiah and Esther.	As before, except the chapter to be learned with the addition of St. John xiv.
Model Grade II.	Gospel according to St. Luke.	First half of the Old Testament history.	As before, except the chapter to be learned with the addition of Psl. xc. and the names of the Books of the Bible in order.
Academy Grade I.	Gospel according to St. John.	Second half of the Old Testament history.	As before, except the chapter to be learned with the addition of St. John iv.
Grade II.	Acts of Apostles with Review of the Gospels.	Review of the Historical portions of the Old Testament.	As before, except the chapter to be learned with the addition of St. John ix.

NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, by order-in-council, dated the 25th of May last (1894), to erect into a school municipality by the name of "Betsiamites," the peninsula bounded on the north by the river Betsiamites, on the north-east and south by the river Saint Lawrence, it adjoins the main line on the north-west side, in the county of Saguenay.

26th May.—To erect into a school municipality, for Roman Catholics only, under the name of Saint André de Sutton, in the county of Brome, lots numbers 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, of the 2nd range of the township of Sutton; lots numbers 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, of the third, fourth and fifth ranges of the said township of Sutton, and lots numbers 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22 and 23, of the sixth, seventh, eighth and ninth ranges of the said township of Sutton.

- To erect a new school municipality under the name of "St. Benoit Joseph," county of Beauce.
- To erect the following school municipalities:—"St. Germain de Kamouraska," county of Kamouraska; Aguanus, Piasta Bay, Romaine, Tabatiere, St. Augustin, River St. Paul, Lourdes de Blanc Sablon, all in the county of Saguenay.
- To amend order in council No. 211, of April 28th last, 1894, by making the erection of the school municipality of St. Pierre aux Liens, county of Hochelaga, to apply to the Roman Catholics only.
- 4th June—To appoint a school trustee for the municipality of Newport, county of Compton.
- 31st May—To appoint M. Felix Carbray, M.P.P., Roman Catholic school commissioner of the city of Quebec, to replace the late Honorable John Hearn.
- To erect a school municipality under the name of "St. Jean de St. Nicholas," county of Levis.
- 9th June—To detach from the school municipality of Saint Eugène de Grantham, in the county of Drummond, the lots Nos. 17, 18, 19, 20 and the two-thirds of lot number 21, of the 12th and 13th ranges of the township of Grantham, and erect the same in a school municipality, under the name of "Village of Saint Eugène de Grantham."
- 22nd June—To change the limits of the following school municipalities:—St. Pierre de Broughton, Sacré Cœur de Marie de Thetford, county of Beauce; Ste. Anne, county Chicoutimi; St. Pierre, county Lake St. John.
- To appoint the Venerable Archdeacon Lewis Evans, of the city of Montreal, a Protestant school commissioner of the said city of Montreal.
- 23rd June—To appoint a school commissioner for the municipality of Ouiatchouan, county Lake St. John.
- 29th June—To erect into a school municipality the parish of Notre Dame de Pierreville, in the county of Yamaska, with the same limits which are assigned to it in the proclamation which erects it civilly.
- 28th June—To detach from the school municipality of Compton, in the county of Compton, the "Village of Compton," and erect it into a distinct school municipality, with the same limits which are assigned to it by the proclamation of the 12th of June, 1893.
- 28th June—To appoint Messrs. F. D. Monk, advocate; L. E. Desjardins, physician, and M. T. Brennan, physician, members of the Board of Roman Catholic School Commissioners, of the city of Montreal, pursuant to the provisions of the second section of chapter 24, of the act 57 Victoria, of the statutes of the Province of Quebec.