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Articles : Original and Selected.

MANUAL TRAINING.*

By PROF. BOVEY, MCGILL UNIVERSITY.

At the Labor Congress recently held in Montreal, strong opposition was made to the introduction of manual training into schools by certain of the workmen, who argued that the effect would be to turn out botched mechanics. Even setting aside the doubt as to whether this result has not been already attained without any aid from the schools, I would like to point out that this is not the main question at issue. The primary object of the introduction of manual training is to obtain a *mental* development, which can often be produced in no other way, although personally I am prepared to go further, and maintain that far from making an unskilled mechanic, manual training, if properly conducted, must lay the best foundation for a high development of mechanical skill. Let us consider some of the qualities called forth by this kind of education.

"The students draw pictures of things, and then fashion them into things at the forge, the bench, and the turning lathe, not mainly that they may enter machine shops, and with greater facility make similar things, but that they may become stronger intellectually and morally; that they may attain a wider range of mental vision, a more varied power of expression; and so be better able to solve the problem of life when they shall enter upon the stage of practical activity."

* A paper read before the Teachers' Convention in October, 1889.

It stimulates a laudable ambition. A boy, who for the first time in his life is given two pieces of wood to be joined together by means of tools, which he has never before used, produces a result, in all probability, a most imperfect realization of what was required. The joint does not close; is, in fact, what is called a laughing joint. No boy likes to be laughed at. The next time he works with more care and more patience; he improves by degrees, and at last attains success. The boy then sees before him something that he himself has made, of which he may justly be proud. He has discovered that he is of some use, and this discovery must necessarily elevate him, giving him increased self-respect and self-reliance. He begins to imagine new worlds to conquer. His future brightens and draws him onward. He is filled with hope and the love of work. Very likely his next attempt will be a failure, and he has to learn the difficult lesson of working under discouragement, without which true success is seldom reached.

Consider again the stimulus to mental development, in the fact that the boy must make an image of the completed thing in his mind before he can construct it, and must also remember the mutual relations of the several parts to one another, and to the whole, involving considerable exercise of the reasoning powers. This power of forming a correct image, and the development of a true sense of proportion, are certainly most quickly attained by the study of drawing, which is therefore an all-important adjunct to a manual school.

It may even be shown that the education of the hand calls out some virtues which at first would seem little likely to be affected by it, such as truthfulness, for instance.

A very slight error makes a joint crooked, or, as it is said, puts it out of truth. It offends the eye, and calls for rectification before any satisfaction can be felt. This desire for true lines in material objects must tend to strengthen the perception of abstract truth, and in many cases must call out the desire to attain to it. During a recent visit to an Industrial School in New York, the teacher of a large class of newsboys, totally unaccustomed to anything like discipline, told me the following facts:—As a preliminary to a drawing lesson they were required to fold paper into little boxes, to be used as models. The teacher soon observed that most of the boys were doing careless work, and trying to conceal it. She frequently said nothing, knowing that experience would soon teach them that the slightest inaccuracy of detail would spoil the whole. Such indeed was the result, and in a very short time she had the

satisfaction of seeing that, although they might still lack the power to be exact, they no longer endeavored to hide their faults, but wished to have them corrected as they occurred.

"It is thus that the trained hand comes at last to foresee, as it were, that a false proposition is surely destined to be exploded. The habit of rectitude gives it prescience. It invariably discovers, sooner or later, that a false proposition, when embodied in wood or iron, becomes a conspicuous abortion, involving in disgrace both the designer and the maker. A false proportion in the abstract may be rendered very alluring; a false proportion in the concrete is always interesting. One of the chief effects of manual training is, then, the discovery and development of *truth*; and truth in its broadest signification is merely another name for justice; and justice is the synonym of morality."

Generally speaking, it has been found that in all the schools in which manual training has been introduced,—and this statement I make on the testimony of the teachers themselves,—that boys previously wholly intractable have become docile and easily managed. Their hands, which would otherwise be occupied with mischief, are necessarily employed, and useful work having been found interesting, they are less likely to be attracted to the useless.

Again, the concentration in mental work which the teacher has long vainly sought to obtain becomes comparatively easy after the habit of attention, which the use of tools compels, has been once formed. The mind of the dull boy, into which formerly it seemed almost impossible to knock an idea, becomes astonishingly receptive, and it dawns upon him that ideas, since they can be worked out into practical form, may possibly be of some use in the world.

One lesson, too, of the utmost importance to society is certainly taught, viz., that the labor of the hands, far from being the contemptible thing that it has been too much considered, is, when well done, an honor to both boys and girls, and a thing of which they may rightly be proud. They learn that what a man can do is his greatest ornament, and he always consults his dignity in doing it. The teaching of this grand principle alone, were no other good done, would justify the expenditure of all the time claimed for this kind of training.

As bearing out what I have been saying, I might call your attention to the great work being carried on at the present time by the corporation of Trinity Church, New York, which has organised a comprehensive system of industry schools. These

have now been long enough in operation to enable us to speak of results. I have here some examples of carpentry done by boys belonging to one of these schools. These boys are taken from the streets,—match-box sellers, etc.,—totally undisciplined and utterly untrained. Within a very short time their whole character seems to be changed. They become obedient, cleanly in dress and habits, and intensely interested. They see that it is in their power to do work useful to themselves and others. Their ambition is roused, their self-respect established, and the prospect of their becoming useful members of society is perceptibly brightened. Only one punishment has been found necessary, exclusion from the class, and so severely do they feel such a deprivation, that it is rarely necessary to repeat it. I should like you to examine these specimens of work, and to see for yourselves the high degree of perfection attainable by even street arabs, in the very short period of three months, working two hours every alternate day.

I also visited the Montreal School, founded and supported by the generosity of the Province of Quebec, and connected with the Church of St. Augustine. Here nearly 700 girls are taught all departments of housework, sewing, embroidery, etc. They begin to learn under the kindergarden system, as play, and thoroughly do they enjoy it. Gradually they are accustomed to the use of actual implements, make real beds and set full-sized tables. They are then taught sewing and cookery in a most systematic way. I might mention the case of a girl who, three years ago, was quite ignorant of these things, and was to have served in a small store. She has developed quite a genius for embroidery, and has earned as much as \$20 for a single piece of work, though now only about 14 years of age. This is, of course, an exceptional case, but a very high degree of efficiency is attained by all. Cooking classes scarcely need any advocacy on my part, but if anyone *has* a doubt on the subject, I would recommend him to visit those connected with St. Augustine. All of us, I am sure, like wholesome food, and food to be wholesome must be well cooked. Good cooking is at least equally necessary for the poor as for the rich, and I believe that an appetizing meal set before a laborer on his return from work will go a long way to make him contented and happy in his home, keeping him from the saloon, and thereby giving him a chance to become a better and a nobler man. Indeed, I am convinced that no radical reform can be effected by the endeavor to thrust down the throat of the laborer the abstract principles of temperance, without at the same time providing

for those wants of his nature which he blindly tries to satisfy in the public-house. Experience in the district surrounding St. Augustine would appear to justify this opinion. The habits of neatness and regularity cultivated in the children, and their training in thrift and in the best means of preparing food, have led to a complete reformation in the life of the parents, who have first improved their homes and then, in most cases, followed the children to church, where they are very thoroughly looked after by the hard-working rector, Dr. Kimber. An entire transformation has been effected, and in a district once notoriously bad the police declare they have now nothing to do. Many young women who have passed through these schools have shown their gratitude in a very practical manner by giving up as much as a third of their time to aid in the training of their successors.

Of course, we have here the influence of manual training, leading up to and almost merged in the religious training of the church; but similar educational efforts have been made in connection with the public schools, and with results largely the same as far as externals are concerned. No difficulty is now experienced where at one time a line of policemen was necessary to maintain order. Indeed, so great is the interest, that there are always boys waiting on the chance of taking the place of an absentee, and the same may be said of the girls. If such an effect can be observed in the case of street boys, might we not reasonably contemplate a much more noticeable result in the case of boys who have had better advantages?

In order to make more gradual the radical change in educational methods which the introduction of manual training would necessitate, and perhaps also to disarm prejudice, it will probably be found best in starting a class of this kind to let it be held after the ordinary school hours, when the boys naturally look upon it as a kind of play. I believe, however, that it should, and that eventually it will form part of the regular school system. The hours are already quite long enough, and I fear that any additional confinement within doors might be detrimental to the health of the children.

On another point I also wish to lay great stress. I cannot too strongly recommend that the workshop and the class-room should be furnished with the very best tools. Good work cannot possibly be done with bad tools and inferior material. How can a boy be expected to feel any pleasure in botched work? In fact, a course of such work would inculcate an evil habit which no after efforts could wholly eradicate, and would

foster qualities exactly the reverse of those which it was desired to engender.

There is a cognate subject upon which I would like to say a few words before closing. Very much has been lately said about the training given by the teaching of science as opposed to that of the classics, and the point has been so far yielded that science now forms part of the curriculum of nearly every school. It is taken for granted that the qualities of observation and the principles of inductive philosophy which have wrought such a revolution in scientific thought are being inculcated. Generally speaking, nothing of the kind is being done. The boys are merely cramming their memories with long lists of technical terms and the abstract principles of science, which are little likely to waken in them the true spirit of scientific discovery or even of patient research.

So far as their mental training is concerned, the lists had much better be lists of Latin and Greek verbs, a knowledge of which would give them at least a chance of being inspired by the thoughts of the great classic literature. If science is to be taught, let it be taught on scientific principles, and from the beginning let the pupil be trained to observe facts for himself, to make experiments and to draw from them the necessary deductions. To shew that this is not only desirable, but practicable, even in the case of the poorest of schools, I might mention the work done by Mr. Woodhall in the science classes of the New York Industrial Education Association. Here all the grand principles of the natural laws are demonstrated by simple experiments, which children can easily repeat for themselves, and the total cost of the apparatus is only a trifle more than three dollars. This apparently incredible fact may be understood when we consider that the object in this case is to arrive at principles by correct methods, and not to make the great measurements for which the more elaborate and delicate instruments are required. Glass bottles, tubes and rubber corks are easily procured, and by these means can be illustrated a most surprising number of important phenomena.

This method of teaching science will do more to start the children on the path of discovery for themselves than any amount of book work, and will also give them much of the same mental discipline which I have been claiming for manual training.

Holding such opinions as I do on the subject of manual training, it is a matter of much satisfaction to me that unobtrusive efforts in this direction have already been made in

connection with various public charities of this city, and I believe that no means for the reformation of the condition of the masses are more likely to produce speedy result than the enlargement of such efforts.

This morning, however, I should like to express my especial sympathy with the movement in a similar direction, inaugurated by Dr. Robins in connection with this school, because I hope that this may prove the forerunner of some comprehensive scheme covering the public schools in general. For the success of this particular class Dr. Robins' name should be a sufficient guarantee.

Editorial Notes and Comments.

The arguments of Dr. Eaton's excellent paper in favor of a reform in our method of pronouncing Latin, have, no doubt, by this time been critically examined by most of our academy teachers and classical masters. That portion of his paper which gives an outline of the research that has led to a more minute knowledge of the old Roman's manner of dealing with his vowels and consonants, and the near approach to it which the modern classical scholar is said to be able to attain to in his imitation of it in the work of the class-room, cannot fail to convince those of our teachers who have not previously studied the question, that there is a right way of pronouncing Latin and a wrong way, in a higher sense, of course, than that of the pupil, who merely puts his faith in the teacher's pronunciation when he undertakes to read Virgil or Cæsar. That neither the English nor the Continental method of pronouncing Latin is the true Roman method has ever been disputed; nor, indeed, has the manner of pronouncing the classical tongues been of very serious import to the teacher, until the later research of which Dr. Eaton speaks brought into view the possibility of a world-wide uniformity, as a displacement to a mere local uniformity. The main difference between the Continental (the Scottish) and the English pronunciation of Latin has lain in the vowel sounds, and those teachers who have of necessity, from change of province or country, been obliged to pass from the one method to the other, can bear witness that the gain in passing from the English method to the Continental is counterbalanced in great measure by the loss in the analogies between the former and the English itself. But, inasmuch as the so-called nearest approach to the original Roman method—for it is only a near approach,

after all has been said and done—may in loose speech be called the Continental plus a seeming idiosyncratic consonant-change, it is easy to see how far the balance of loss and gain will be further removed from the equipoise when the change is peremptorily called for by the university authorities. It is not our intention to discuss the paper at any length until some of our teachers have approached the subject from a practical stand-point. The propositions which they have to examine are these: Our manner of pronouncing Latin may be said to be at the present moment uniform, though its uniformity is local. Then why disturb the present uniformity? The answer comes from Dr. Eaton: We want to join the movement in favor of a world-wide uniformity. And what are the advantages to be gained for us—for us of the Province of Quebec, of the Dominion of Canada—by joining such a movement? The gains are these: (1) A nearer approach to the true pronunciation; and yet, as it has to be confessed, an approach so far away that were Cicero to come to life again and hear some of us at this “near” pronunciation of Latin he would either not be able to understand us or immediately die of an apoplexy of chagrin or laughter; (2) An easier time of it for the students who happen to pass from our universities to the colleges of other lands; which simply means that the hundreds of boys and girls and college students, not to mention our teachers, who continue to do their Latin reading after the English method, are to be kept churning, for a second weary period, the two methods, the one to learn and the other to unlearn, in order not to inconvenience the two or three students who may be inclined to finish their classical studies abroad. (3) That when one Latin scholar meets another Latin scholar of a different nationality, the one may be able to appreciate not only the Latinity of the other but even the perfection of his Latin vowels and consonants. But we must not venture to discuss these or others of the gains arising from the adoption of a true Latin pronunciation, if we would escape the charge of being flippant. Our chief objection to the proposed change is an objection founded upon the consistency of the true educationist, who is ever opposed to anything which may lead to the routine that deals with the less important in school-work, to the oversight of the more important. The college professor may perhaps excuse himself for consuming an hour in discussing the subtlety of a Greek particle or the exigencies of a Greek tense, but the teacher is a different being from the college professor, or ought to be. He has his examinations to prepare for, it is true, but if he be conscientious, he has always before him,

as his primary duty, the development of the child's being, accomplished, as it ought to be, as far as possible, through what may be of practical use to him in after life; and it is from such a stand-point that our teachers ought to examine the proposed changes. The subject of Dr. Eaton's paper was not fully discussed at the late Convention, and we have referred to the matter with the object of inviting discussion through the EDUCATIONAL RECORD. We would not be opposed to the change—for that it must come is all but inevitable—if we could only have a guarantee that the change would be a permanent one. But, in the light of our modern utilitarianism, we feel all but assured, that after the so-called universal uniformity has been established, some scholar or other will come to the front to advocate a return to the English method of pronouncing Latin according to the English consonant-sounds at least, by declaring that the approaching universality of the English tongue demands it. He will be sure to say that if the Greek is to be read as it is, according to the English sounds, the anomaly is no more palpable than would be the anomaly of a return to the English style of reading Latin: and if it is to be read according to the Latin universal method, he will be all the more inclined to urge the change as a necessity in order to obviate the absurdity. It would be interesting to hear some one dilate on the loyalty of this movement of running away from the sound of our mother tongue in our study of a dead language. A dead language is one that is not spoken, one in which the sounds of vowels and consonants are dead, are lost, and are of no importance to us. If we have uniformity—local or universal, for it matters little which we have—we have all that is required in our reading of Latin and Greek; and in Canada at the present moment there surely must be some one ready to oppose the movement on the plea that the proposed change involves a disloyalty towards the mother tongue—towards a language which is sure some day to be the spoken language of the world.

—The passing of the B. A. Bill has been all the more of a victory on account of the illogical arguments urged against it. But there is more in the passing of such a measure than the mere victory over prejudice. As Sir William Dawson said at the annual dinner of the McGill University last month: Learning is becoming more valued and respected, and disabilities are being removed. A step in this direction is our at length successful struggle for the recognition of the B. A. degree, in which graduates of our university, Justice Lynch, Mr. Hall and Dr. Gilman have distinguished themselves, Mr. Hall

deserving especial and grateful mention. I regard this as not merely an educational but a moral triumph, not for us merely, but for the whole province of Quebec, and especially for its more capable and ambitious young men who desire the best preparation for the work of life. It is especially noteworthy that our cause has been sustained in the legislature by the ablest and best men of both political parties, of both races, and of both creeds. This is a guarantee that the benefit sought is not partial or invidious, but for the good of all, and it is an honorable evidence of the fact that when great public and educational interests are concerned, the leading men of this province have the magnanimity to sink the party differences which may divide them. It is an illustration to our young men that there are higher political considerations than those of party, higher public interests than those of race, and higher religious objects than those of mere creed. In this matter our Province of Quebec has at length shown a good example, and has earned for itself a good degree among the peoples of the world. And now permit me to be prophetic. I believe that the recognition of the B. A. bill is the beginning of a new educational era. It will induce many of our young men to devote some additional years to preparatory culture for professional life. It will thus tend to raise still higher the standard of the professions, and to introduce the time when our young barristers and physicians will pride themselves on their academic culture and success, will be the friends of liberal education, and will go on to take their higher degrees in arts, so that, whether at home or abroad, they will be recognized as men of academical standing as well as of professional eminence. This is what you are to see in the good time coming. We, the older members of the university, have had to work under less favorable conditions, and must pass away before these and other advantages resulting from recent advances shall have been realized. But we are not disposed on this account to appear before you with the mournful cry of the old Roman gladiators—*morituri salutemus*—but rather, with the exulting shout of another gladiator in the nobler arena, we would say we have fought the good fight, we are finishing our course, we wait for the victor's crown.

Current Events.

We have been asked to make the following corrections in connection with the Directory of Teachers which was published in February: *Leeds*, Mr. Oliver F. McCutcheon; *East Hatley*,

Charles Price Green, B.A.; *Danville*, Miss Hattie Trenholme as elementary teacher; *Lennoxville*, in addition to Miss Overing, Miss May L. Elliott, Miss Sarah H. Balfour; *Richmond*, Miss Marion Holland as elementary teacher; *Sherbrooke* (Boys), Miss Ida Wearne as fourth teacher.

—The fourth regular meeting of the Montreal Local Association of Teachers in connection with the McGill Normal School was held in the hall of the building Friday evening, February 21st, at eight o'clock. Dr. Kneeland occupied the chair, and commenced the proceedings with prayer. The minutes having been adopted, Mr. H. H. Curtis spoke on the educational tendencies of the present system of education. Much pleasure was derived from songs ably rendered by Miss Edwards and Mr. Crawford, and a reading by Miss B. Barr. The subject for discussion, viz., Reading and Text-books in Use, was introduced by the President in remarks on the requirements of a good reading-book. His system of conducting a lesson with a large number was illustrated by a lesson delivered to a class of boys. A short discussion ensued, after which Mr. Humphrey moved a vote of thanks to those who had assisted in the programme, and to Messrs. Willis & Co. for the use of a piano. This motion was seconded by Mr. Patterson, and carried unanimously.

—We have been informed that the people of Lachine, encouraged by the success which has so far attended Principal Smith's efforts in the direction of manual training in his school, have voluntarily raised a handsome subscription for the purchase of additional apparatus. Mr. Smith has been commissioned to obtain a lathe, which the Messrs. Gardner and Sons, of Montreal, are making according to the plans he has submitted to them, and no doubt additional support will be forthcoming to give the experiment a fair trial, under such an experienced mechanic-teacher as Mr. Smith, whose enthusiasm is deserving of recognition.

—At the regular monthly meeting of the Montreal Board of School Commissioners, a large amount of routine business was transacted. Steps were taken to promote the passing of the Bill before the Provincial Legislature to amend the neutral panel school tax. The Board decided to accept the resignation of Miss M. C. Macdonald, and to appoint Miss E. H. Fraser in her place; to appoint Miss L. Coe head-mistress of Dorchester Street School, and Miss M. Pratt assistant teacher for the remainder of this year, in consequence of the withdrawal of Mr. Gibson owing to ill-health; to instruct the Secretary to write the Hon. Mr. Gagnon, Provincial Secretary, asking that Protes-

tants residing within the limits of the City of Montreal be exempted from the operation of the Bill for the erection of the parish of St. Gregoire le Thaumaturge into a School Municipality, in the event of that Bill becoming law.

—By the Amending Public Service Act of last session of Parliament in Victoria, female teachers are now required to resign their appointments on marriage. The question has been raised as to whether or not those who marry will be entitled to compensation upon retiring. The answer of the department is that those female teachers who were appointed prior to the passing of the Abolition of Pensions Act in 1881 would, under the circumstances indicated, be entitled to a retiring allowance according to length of service, but that those whose appointments date subsequent to the passing of that statute would have no claim for compensation.

—As an echo from the contest over the B.A. Bill, a letter has appeared from one of the two English-speaking lawyers who voted against the measure when it was up for discussion, defending his action, and maintaining that the Bill interferes with the vested rights of the Council. The *University Gazette* takes in charge Mr. Burroughs, the gentleman referred to, and puts the case concisely when it says:—"Mr. Burroughs must reflect that the examining power was given as a test to be applied in cases where there might be any sort of doubt of the fitness of the candidate, and not as a means of insulting and degrading the universities of the country, whose fitness as teachers and examiners has been demonstrated beyond all doubt. If so doing can be construed to be a part of the fulfilment of the laws of the Council's existence, and the carrying out of the objects of its incorporation on the part of the Bar, it must still be remembered that the legislature has vested rights of other equally important bodies to recognise, and can clearly define within what limits the Bar shall exercise its examining powers."

—The Premier of the Province, the Hon. Mr. Mercier, has been visiting the night schools in Quebec and Montreal in the company of some of our public-spirited men. The movement has so far succeeded, and Mr. Mercier has made the statement that as far as he can make his influence felt on the future of the province he is anxious to make them permanent. The action of the legislature in voting the subsidy for this year's work and next year's cannot but be gratifying to the originator of the movement, who is none other than the Premier himself. In one of the Protestant night schools, a week or two ago, the

pupils presented Mr. Mercier with an address, in answer to which he delivered an excellent address to them on the subject "Knowledge is Power." His efforts at least show how far he is convinced that knowledge is a power for good in the Province of Quebec.

—An alderman in Chicago is preparing a novel plan which provides for the appointment of a matron for each public school, whose sole duty will be to keep an eye on the scholars and see that their clothing, shoes and stockings are not wet before they enter upon their school duties. When the influenza epidemic was at its height, Alderman Powers learned that 30,000 school children were stricken with the complaint, and after studying the matter he came to the conclusion that some of the children must have caught the epidemic because of the wet weather.

—The teachers of Nova Scotia are considering their course of study in council ; and it is interesting to notice that what they want the teachers of Quebec have had for some time. The Committee have decided, we are told :—(1.) That the course of study prescribed for High Schools, and the syllabus of examination for licenses of various grades, shall be so assimilated as to constitute in effect but one course; (2.) That on completion of the High School course students should be awarded graduation diplomas by the Education Department; (3.) That the non-professional requirements for licenses of Grades D, C and B, should conform as nearly as possible in character and extent to the work of the first, second and third year, respectively, of the High School course; and (4.) That an adequate guarantee of professional knowledge and skill should be required of every candidate for license to teach in the schools of Nova Scotia. And yet there are, perhaps, hardly any of those who advocate these changes who are not ready to say that Quebec is far behind the age in school administration.

—From our French contemporary, *L'Enseignement Primaire*, we learn that the Teachers' Association of the Laval Normal School held their annual convention on the 25th of January last. The question of subsidy came up, and the intelligence that the government had given a grant to the association was received with applause. Mr. Cloutier then gave in a report of the Pension Commission. Afterwards there were discussions on the course for model school diploma, and the teaching of drawing.

—The new Superintendent for Pennsylvania is Dr. D. J. Waller, whose appointment has been well received by all his co-educationists in the state. Dr. Waller is a graduate of

Lafayette College, and is one of the oldest principals in the Normal School service of the State. He is a genial, sensible, scholarly gentleman, admirably fitted in every way to fill the office with the ability and dignity due the great commonwealth. Dr. Waller is a modest man, but fully alive to all progress in educational matters, and yet not inclined to ride hobbies or project theories independent of established merit.

—The School Commissioners of Quebec are moving in the direction of school improvement, and have appointed a committee to look out for a site for a new central building. The erection of the new building will not involve any additional taxation, and will be a convenience to all concerned. At the last meeting of the Board Mr. DeKastner was appointed French Master in the Boys' High School and the Rev. Mr. Le Febvre French Master in the Girls' High School.

—The Government *Gazette* contains a note on the progress of education in India for the year which ended in March last. The following figures are interesting:—The number of institutions referred to declined from 132,125 to 131,709. The decrease was entirely in public institutions. The number of pupils on the registers increased from 3,460,844 to 3,544,257. The percentage of pupils to population of school-going age was 11·2, against 11·0 in the previous year. The number of pupils studying English rose from 325,425 to 342,953. The number of boys attending school was 3,253,996, or 20·3 of the male population of school-going age, as compared with 3,182,643 in the previous year. The number of girl pupils was 290,261, against 278,201, and their proportion to the female population of school-going age was 1·8. The year's results are described as satisfactory, especially as regards the increased attendance and the growth of private contributions towards education.

—An event of considerable interest from an educational stand-point, is the formation of a Canadian Club in Harvard University. Some four or five years ago the total number of Canadians in all departments did not exceed seven or eight, but it has steadily increased until now they number about thirty. Of these, five are officers, and the remainder, with but one or two exceptions, are either in the graduate department or in the special schools. The formation of the club is due to the efforts of the energetic new Assistant Secretary, Mr. M. Chamberlain. Its objects are partly to afford assistance to Canadian students, partly to advance the interests of both university and young Canadians by making them mutually better acquainted, and

partly to afford a means of social intercourse and the encouragement of a Canadian feeling among its members. The great majority of the latter are strongly Canadian in all of their sympathies, and expect to return to Canada to live and work.—*Educational Review.*

—There is a member of a School Board in one of the districts of England who seems to make himself specially offensive to the headmaster of the schools at the periodical meetings of the Board. Not meeting with any sympathy from his fellow members, he wrote to the Department in the hope that he would receive a soothing and satisfactory answer. In reply, however, the Education Department has forwarded a printed letter informing the intruder that their Lordships are obliged to make it a rule not to enter into correspondence with individual members of school boards, but that they will be prepared to consider any question falling within their jurisdiction which the Board may address to them officially through the clerk.

—We are very much pleased to hear of the honor which Laval University has conferred upon Mr. S. E. Dawson, of Montreal. The scholastic degree of Doctor of Letters is, in this instance, an appropriate one; for no one, perhaps, has done so much for the fostering of a dignified literature in Canada than the gentleman who has just received it. As head of the publishing firm of Dawson Bros., he has, time and again, encouraged our young authors, not only by providing them with a magazine channel for their productions, but by publishing their works often at his own risk and pecuniary loss. As every Canadian knows, he himself is a writer of the highest attainments, keen and unprejudiced in his literary judgments, and broad in his ways of thinking about men and their public activities.

—The *Old Schoolmaster* has sent us an anecdote about the proposed change in Latin pronunciation. But he is old-fashioned enough in his ways of thinking to know that an anecdote is not argument. For here is one we have picked up, which at first sight seems to be in favor of Dr. Eaton's main suggestion. Bishop Wilberforce once examined for deacon's orders the son of an English merchant settled in Greece. "I examined him myself," said the Bishop, "in the Greek Testament when he used what was to me an unknown pronunciation. 'Oh, Mr. M.,' I cried, 'where on earth did you learn Greek?' 'At Athens, my lord,' faltered out the trembling candidate." We will leave

our old friend to learn from the above that an anecdote is not argument, when he considers, in his cooler moments, how far the modern Greek pronunciation is removed from the ancient pronunciation of Greek. Would an Englishman of to-day appreciate but with a smile the English vowel sounds of three hundred years ago? It is a question even whether an Athenian audience in the days of Pisistratus would not have smirked at old Homer's recitation of his own verse, had it been possible for him to rise again from the dead to give them an opportunity of comparing his manner of pronouncing words with their own.

—The mid-winter meeting of the Argenteuil Teachers' Association was held in St. Andrew's on Saturday, the 8th of February. Miss E. Paton read a paper on "Original Plans," which she illustrated by lessons read, and other means at her disposal. The Rev. Mr. Patterson also read a paper on "The Cultivation of the Memory," and Mr. McOuat submitted his paper on "Grading in Elementary Schools" to discussion. Mr. McOuat's suggestion in favor of local promotion examinations was adopted by the association. Altogether, though the attendance was small, the meeting was a successful one. The Rev. Mr. Patterson's hospitality is spoken of in the highest terms.

—We regret very much to learn of the closing of the Dunham Academy, on account of the serious illness of the teacher, D. M. Gilmour, Esq., and the approach of diphtheria as an epidemic in the neighborhood. This school has had an unfavorable experience this year, but we trust that there are good times in store for it yet.

Literature, Historical Notes, etc.

In the beginning God said, "Let there be light, and there was light;" and in the beginning, when the earth was fit for the habitation of man, God said, "Let there be speech," and the gift of speech fell upon man in his first ejaculation of joy at the beauty of God's work. For speech is God's direct gift to man as the means by which he has held dominion over all other animals. Whatever may have been the simplicity of thought-communication between man and man at first by means of words, it was spontaneous in its earlier growth towards better forms of speech, though in its maturity as a developed language and literature it forms the crowning glory of man's ingenuity.

The languages of the world have been arranged into three great classes, which, in their connection, point to the development of all language from one common source, if not from one common mother tongue. What this original speech was, the science of language has been so far unable to trace beyond the lines of mere conjecture. Speech, having its origin in the emotions, no doubt found its expression in the interjection, or, as the child's experience indicates, in the imitative vocal utterance. These utterances soon became permanent expressions for particular ideas, and as such are still to be found even yet in the *pure roots* of all languages; and as many of these roots reduced to *crude forms*.—vocal imitations as many of them are—sounds expressive of the sense they convey,—are common to nations widely separated, it is not difficult to conjecture that they are the ruins or remains of the language spoken by the antediluvians whose misguided ingenuity planned the Tower of Babel, though the conjecture seems to find its source only in the origin of the Aryan group of the disbanded populations of the earth.

AD PUERUM.

(Horace.)

My lad, all Persic pomp I hate,
 And head-wreaths wove with gaudy plait
 Of linden-bark, bespeaking state,
 I treat with scorn ;
 So search no more where lingers late
 The rose forlorn.

You need not bend your back with care
 To deck our brows with flowers rare,
 Since modest myrtle suits our air—
 You pouring wine,
 And me, partaking of your fare,
 'Neath twining vine.

THE GRAMMAR SCHOOL, BERTHIER.—When the district of Berthier was first settled by English people it is impossible to tell exactly. There have certainly been English here for more than one hundred years, for in 1786 a chapel was built by the Hon. Jas. Cuthbert, of Castle Hill, Inverness, Scotland, first English seigneur of Berthier. *This was the first Protestant place of worship erected in Canada.* It still stands, though it is now disused.

The first English school of which any record can be found was held in a small wooden building in 1851; twice the building was changed, being found unsuitable. The first teacher of whom

any record remains is the Rev. John Rollitt, now of the Sabrevois Mission, Montreal. This gentleman taught in 1864. The Rev. E. McManus, now Rector of Chambly, taught in 1865.

The different buildings had all been found very unsatisfactory, and efforts were made to raise the money to build a special schoolhouse. The first public effort in the cause was a concert given at the Town Hall in 1863. After a time land was purchased for a site, through the following generous subscriptions:—Mrs. E. A. Clark, \$160; Miss Cuthbert, \$340; Mr. C. A. Forneret, \$100; total, \$600. Further subscriptions were raised among the parishioners and friends, and July 30th, 1867, the present building was erected. The first teacher was a Mr. Houghton, and the following masters have held the positions of principals from time to time: In 1868 Mr. Fowler was principal; in 1869 Rev. P. De Gruchy; in 1871 Rev. Henry Kittson; and in 1872 Rev. E. McManus returned, and held the school till 1884, when Mr. G. H. Howard was appointed. This gentleman retired in 1886, having received the appointment of principal of Sherbrooke Academy, and in that year the school was placed under the supervision of Mr. Max Liebich, who came from England for that purpose. In 1880 a new wing was added to the building; in 1887 a large and well-fitted gymnasium was erected. The school at the present moment is nearly full, and the prospects are that a new building will have to be erected before long.

STANSTEAD WESLEYAN COLLEGE. Stanstead was first settled in 1796. The early settlers were for the most part from the New England States, attracted there by the prospect of practically free lands and a good border trade. They were fully alive to the advantages of education, and as early as 1800 they established their first school.

In 1818 their schools ranked first with the best in this part of Canada and in Northern Vermont. They received no government support, and the teacher "boarded around."

In 1829 the Stanstead Seminary was built, and it remained for a long time the only classical school in the Eastern Townships, with the exception of the East Hatley Academy. It received government grants from \$800 down to \$300 in 1872.

Residents of Stanstead, together with representatives of the Methodist Conference, organized in 1871 the Stanstead Wesleyan College Association, a joint stock company with twenty-one directors. The chief officer or governor was to be appointed yearly by the Methodist Conference. The first governor was Rev. Wm. Hansford, M.A. The first principal was Rev. A. Lee

Holmes, M.A., and in his person, later on both offices were united. Mr. Holmes' devotion to the interests of the college, his executive ability and thorough excellence in every department of a teacher's work will long be remembered by all his pupils and all friends of the school.

The Rev. Dr. Kennedy had charge of the school for two years after Mr. Holmes' withdrawal. He came from Sackville, New Brunswick, where he had made for himself a name as a teacher of the highest ability. The College was just beginning to feel the effects of his well-matured experience, with a success all but assured, when he was stricken down with fever, and died in the prime of his years. His kindly disposition endeared him to all his pupils, while his general anxiety to succeed was in itself a token of success.

The Rev. Dr. Henderson was Dr. Kennedy's successor. He had not been engaged in educational work previous to his appointment, and after a two years' successful experience as a teacher he again returned to the active ministry of his denomination. The present principal of the school is the Rev. F. McAmmond, B.A., while the present staff includes Miss Helen A. Hicks, M.L.A.; Rev. L. M. England, B.A.; Mr. J. S. Hall, Miss C. Millar, Miss Mary Grant, and Mrs. B. C. McAmmond.

Practical Hints and Examination Papers.

—A *Teacher* sends the following suggestions to *School Education*, which she says have been very helpful to her, in the hope that they may prove equally useful to some one else. We wish there were many such teachers in our province to send such hints to the EDUCATIONAL RECORD; but however much we may wish and however much we may urge, the postal cards do not come from our elementary teachers in the country districts; and therefore we have to devote most of the space under this department this month to examination papers. The hints sent to our contemporary are as follows:—

1. Make your own blackboard stencils by using a pin to outline some map, or large pretty picture of a house, or animal. If the picture is pasted on a heavy piece of paper before the outline is shown, so much the better. It will last.

2. Try the following method of making a sectional map. I have found it very nice for teaching directions, location, products, etc.:—

Draw the map on heavy paper (or else on thin paper and paste it on the heavier afterward), then with a sharp knife or scissors cut carefully round each boundary line. Use as your judgment may direct.

3. To those who wish tables for the little ones in number work, or something else, and have very little room :- -

Take a wide board, fasten one side of it to the wall with hinges, and arrange legs at the outer edge, to fall against the wall. The board is fastened up with a loop or button when not in use. If you prefer, have heavy cords from the wall to the outer edge of the table to hold it steady when in use.

MODEL SCHOOL AND ACADEMY DIPLOMAS.

English Grammar.

Examiner - - - - F. W. KELLEY, PH.D.

1. "Good is the word!" she *answered*; "may we now
And evermore, *that it is good* allow!"
And, *rising*, to an *inner* chamber led:
And, there she showed *him*, *stretched* upon one bed,
Two children pale: and he the jewels knew
Which God had lent him, and *resumed* anew.

Divide this passage into propositions and state their relation to one another (10).

Give a detailed analysis of the last four lines (10).

Parse fully the words in italics (10).

2. Write the plurals of "chimney," "crisis," "soliloquy," "spoonful," "German," "talisman," "manservant," "aide-de-camp," "tête-à-tête," "Madame Smith," and the feminines of "god," "laddie," "duke," "bean," "stag," "marquis," "sultan," "Mr. Jones," "Merman," "equestrian," (20).

3. Give the past and the present participles of these verbs: lay, lie down, omit, shoe, visit, overflow, beseech, dress, dive, stay, hie (10).

4. Distinguish between: gender and sex, transitive and intransitive, older and elder, may I go and can I go, shall I go and will I go (10).

5. Distinguish grammatically the uses of "running" in: a *running* brook, *running* is good exercise, he was *running* a race, the boy, *running* quietly, fell; *running* a race is exhaustive (5).

6. Write sentences of not more than *four* words containing: (a) nominative of address, (b) nominative absolute, (c) direct and indirect object, (d) prepositional phrase; and of not more than *six* words: (a) a compound sentence, (b) an adjective subordinate, (c) an adverbial subordinate of manner, (d) a noun subordinate as subject and (e) as object. Write a sentence containing all the parts of speech (10).

7. Correct all the errors, including punctuation, in the following:

1. Judas said master is it me. Jesus answered thou hast said.
2. At Jones the shoemakers they are giving misses and childrens boots at very reasonable prices.
3. Between you and I they dont succeed as well as us notwithstanding there long experiences.

4. Have you ever seen Niagara falls? Yes I visited them with my cousins from port hope iast queens birthday.

5. Gen. Wolfe after descending the Saint Lawrence by night defeated the french under Montcalm on the heights of Abraham outside the walls of Quebec (15).

Arithmetic.

Examiner - - - T. AINSLIE YOUNG, M.A.

1. Simplify $\frac{9(3\frac{1}{2} \text{ of } \frac{7}{8})}{5(7\frac{1}{2} \text{ of } \frac{2}{3})} \div \frac{\frac{4}{7}}{1\frac{1}{2}} \times \frac{(1\frac{1}{2} \text{ of } 3\frac{1}{2})}{(\frac{6}{7} \text{ of } 4\frac{1}{2})}$

Prove the rules for converting pure and mixed recurring decimals into vulgar fractions.

2. Give complete explanations of the analyses of the following questions :

(I.) An agent received \$56 for selling grain on a commission of 4 per cent. ; find the value of the grain sold.

(II.) A person receives \$600 from an 8 per cent. bank dividend ; how much stock does he own ?

(III.) Sold stock at a discount of $7\frac{3}{4}$ per cent., and made a profit of 5 per cent., at what rate of discount was the stock purchased ?

(IV.) A shipment of flour was insured at $4\frac{3}{8}$ per cent., to cover $\frac{5}{8}$ of its value, the premium paid being \$122.50. : what was the flour worth ?

3. If 21 bricklayers and 8 carpenters earn \$451.50 in one week, and 6 bricklayers and 4 carpenters earn \$80.50 in $3\frac{1}{2}$ days, find the daily wages of a bricklayer and a carpenter.

4. There is a circular fish pond of 90 feet radius, surrounded by a walk 25 feet in breadth ; find area of walk.

5. Find what length of canvas $\frac{3}{4}$ of a yard wide is required to make a conical tent 12 feet in diameter and 8 feet high.

6. Find the weight of gunpowder required to fill a hollow sphere of 7 inches inner diameter, supposing that 30 cubic inches of gunpowder weigh one pound.

Extra for Academy Candidates.

7. The price of a loaf is 10 cents, when the outlay for flour is 60%, the cost of delivering 10%, and other incidental expenses 20% of a baker's receipts. The price of flour falls 20%, and the cost of delivery rises 20%, what should be the price of the loaf, so that the baker may still make the same rate of profit as before ?

Scripture History.

Examiner - - - REV. GEO. COR. ISH, LL.D.

1. (a) Classify the Books of the Old Testament. (b) Name the major and the minor Prophets. Why were they so designated ?

2. Write a resumé of the story of the Exodus ; and give the derivation of the word *Exodus*.

3. What was the condition of the people, socially and politically, in the days of the Judges?

4. Derive and define the words *Apostle*, *Disciple*, *Evangelist*, *Parable*, *Beatitude*.

5. Give an outline of the Sermon on the Mount. In which of the Gospels is it found in its-completest form?

6. Who was the writer of the Acts of the Apostles? Name the two main divisions of the book, and the principal object for which it was written.

7. In the reigns of what Roman Emperors did the following events occur: (1) The Birth; (2) The Crucifixion of our Lord; (3) The voyage of S. Paul to Rome?

Canadian History.

1. (a) Sketch the constitutional changes in the Government of Canada between the years 1760 and 1791. (b) Who were the *United Empire Loyalists*, and in what parts of the country did they mostly settle?

2. (a) What events led to the war of 1812; and what was the state of opinion in the United States in relation thereto? (b) Name any six of the battles fought by land during the war.

3. (a) Who were the Leaders of the Rebellion of 1837; and what were the great objects they had in view? (b) Name the important constitutional changes that resulted from the Rebellion, and show in what ways they have operated for the good of the people.

4. (a) State what you know of the *British North America Act*, and sketch the events that led to it. (b) Trace the political and commercial growth of the country since the settlement effected by that Act.

5. (a) Name the Cities that have been the Capitals of Canada since the Conquest. (b) Give a list of the Universities in the Dominion.

History of England.

1. In what ways did the Wars of the Roses contribute to the subsequent political, municipal and commercial growth of England?

2. Name the Sovereigns of the *House of Stuart*; and characterize their political pretensions and principles as detrimental, or otherwise, to the well-being of the Nation.

3. (a) When did Party Government take its rise in England?

Define the Political terms:—Whig, Tory, Radical, Chartist and Liberal Unionist.

4. Name the great Constitutional and Commercial reforms that have taken place during the present reign.

5. Write short biographical sketches on any four of the following:—Wolsey, Cranmer, Cromwell (Oliver), Monk, Bolingbroke, Pitt, Palmerston, Disraeli.

Correspondence, etc.**LATIN PRONUNCIATION.**

To the Editor of the EDUCATIONAL RECORD :

SIR,—The readers of the EDUCATIONAL RECORD, and particularly our Academy teachers, are certainly under an obligation to Dr. Eaton for his paper on Latin Pronunciation. I read the professor's arguments with the greatest of care and interest. But I cannot forget the manner in which the scholarly teacher is sometimes caught by the classical specialist, when he happens to make a false quantity in his presence. "The man is no scholar, or he would not have pronounced *profūgus profūgus*," has not been an unusual verdict against the teacher whose experience has not been as wide as his critic's. But how will it be, when the vowels and consonants in Latin pronunciation are all changed from the English form. The poor teacher and his pupils will be set down as ignoramuses indeed, with so many unavoidable traps set for their unwary feet.

This anxiety for reform brings to my remembrance the experience of one of our country teachers. A Scottish parson, who boasted of his knowledge of Latin, and not without reason perhaps, was accustomed to visit the academy of his Canadian parish, not only on examination days, but at all times, as our ministers ought to do. He was, of course, on the most intimate terms with the teacher, and was accustomed to take the Latin classes in charge, with as much freedom of speech and manner as the master himself. But not unfrequently the parson's freedom of speech went beyond bounds, and at last the master found it dangerous to let him conduct the highest class, where the boys, he was afraid, would possibly some day pay the seeming pedant back in his own coin. At last the climax came. One day, in an unwary moment, the master left the highest Latin class in the hands of the minister, and as luck would have, one of the bigger boys floundered over a quantity. *Radix, radīcis*, was the quantity, if I remember. The minister flew off the handle, as the boys called his passionate outburst, and he gave the delinquent such a tongue-thrashing that the boy became enraged in return. The wrangle became all the more interesting to the others, seeing nearly all of them had suffered at the hands of the minister. The minister called the boy all manner of names, and the boy declared, with anger in his eye, that the mistake he had made was not of so much importance after all.

"Of no importance, you dunderhead," shouted the minister; "The making of a false quantity of no importance; did ever anybody hear the like of that?"

"Well, if the mispronouncing of a Latin word be such a terrible thing for me to do," answered the boy, "it must be a great deal worse for anyone to mispronounce an English word; and I can tell you, sir, that even you sometimes make a mistake."

"Me make a mistake?"

"Yes, you, sir."

"Not in Latin, surely, you scapegrace?"

"Well, no, not in Latin, but in English."

"And where have I been making such mistakes, may it please your dunceship to tell?"

"You make them in the pulpit," exclaimed the boy. "You say *impörtance*, and *salvétion*, and *mōst*, and many more of the kind."

The minister was dumfounded. Was the boy right? Had he been making more of the pronouncing of Latin than of English. At the moment, the master luckily appeared from the neighboring room, and relieved the minister of his charge, seeing, at once, however, that there was something wrong. Eventually the class was dismissed and the minister and master were alone.

"One of your boys has been telling me that I make false quantities in my English, and in the pulpit, too," said the parson.

"He surely must have far forgotten himself to say so," was the teacher's answer; "what could have made him say such a thing?"

"Oh, we had an argument over a false quantity in his Latin: he called *radicis radicis*, and I called him a blockhead and a horse-radish for saying so."

Then the master knew that the climax he had dreaded had come, and that it would probably imperil the friendship between his minister and himself, perhaps even have a serious effect upon the welfare of the school: one of his boys had been rude to the ecclesiastical ruler of the parish.

"But do I make mistakes in my pronouncing of English?" asked the minister, who had become quiet in his manner again, and was able to look his friend straight in the face.

"Well, to tell the truth," and the master made a pause, as if fearing to utter the next word, "the Scottish accent is not easily got rid of."

"Which means that I *do* make mistakes," and the minister prepared to go. "Well, believe me, my dear counsellor, from this time forth, I shall be more inclined to deal gently with a boy or a man when he makes a false quantity in his Latin; and under your guidance, I shall try to remove what must be a cause of annoyance to my parishioners. If I get into a passion over the mispronouncing of a Latin word, as James Macdonald has just said, what must be the feelings of those who sit listening to me every Sunday making a hash of their mother-tongue. You must help me in this matter, my dear fellow, and provide me with a list of my mistakes every week; and rest assured before a month has gone over our heads I shall have profited by your instructions. Meantime the boy Macdonald is not to be taken to task for his accusation against me; I will settle matters with him myself."

And so is it with many other critics. The minister I have spoken of hardly ever preached a sermon in my hearing in which he did not make many a slip in his pronouncing of English. I never heard him preach after he had taken counsel with our mutual friend, the teacher, who told me himself of the encounter between the minister and the boy in the Latin class. But I know this of him, at least before his proposed reform, that he would, without a moment's thought, sweep into the limbo of ignoramuses anyone whom he had heard making a false quantity in his Latin. Was there any justification for his method of judging of scholarship? Are we old chaps to be swept into the same limbo, because we do not say "Kikero" for *Cicero* and "skiliket" for *scilicet*.

Yours respectfully,

THE OLD SCHOOLMASTER.

UNIVERSITY SCHOOL EXAMINATIONS.

To the Editor of the EDUCATIONAL RECORD :

SIR,—I beg to submit a revised scheme of University School Examinations for this Province.*

It is well to know exactly where we stand in matters educational as well as otherwise; and I, therefore, enclose a short summary of part of the work required by the University of Cambridge for the corresponding examinations in England, which is almost identical with that required also by Oxford and the Scottish Universities.

A comparison between this standard and that of McGill for its A. A. certificate will show how far we are behind in secondary education; in some important respects not nearly coming up to the standard required by these universities from candidates under 16 years of age for their junior certificate.

The universities must lead the way if any progress is to be made; for the level of the schools can never rise much higher than that required for admission to their various faculties.

Until a uniform standard be adopted throughout the whole country as the point where the work of the secondary schools shall end and that of the universities begin, and a certificate of having reached this from a board of duly qualified examiners be accepted as a leaving certificate from the former and carrying the privilege of admission to any of the latter, something like the scheme suggested might well be adopted.

I know well the difficulties in the way arising from the position of the country academies. Meantime the revised scheme leaves the existing standard, much as it is, regarding it as a junior certificate, admitting to the first year in Arts and Science. It also, however, provides for a higher standard, which for the present might be taken as the exami-

* Mr. Williamson's summary will appear next month.

nation for the first year exhibitions and entrance to the second year as well, with a view to its adoption in the near future as the standard of entrance to the first year.

The title "Senior A. A." or "A. A. with honors" is of no importance so long as the existing standard is raised.

The preliminary subjects should form a separate examination, to be taken at any time, a certificate of having passed satisfactorily being required as a condition of entering the examination proper.

The changes proposed are all in the direction of more thorough and valuable work, and the adoption of the scheme, or something like it, would be a gain to schools and universities alike.

It was not my privilege to be asked to attend the meetings of the committee appointed at the last meeting of the Teachers' Association in the city when the question was discussed, and I have, therefore, taken this opportunity of placing these suggestions before those of your readers who may be interested in the matter.

J. WILLIAMSON.

ELIOCK SCHOOL, Montreal, Feb. 15, 1890.

Books Received and Reviewed.

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

MISCELLANEOUS.—*The North American Review* for last month has been received. *Vick's Floral Guide* may be obtained gratis from James Vicks, Seedsman, Rochester. *The Christian Herald*, as a candidate for favor among Biblical students, is worth subscribing for by Canadian teachers: it is published at 45 Bible House, New York. *The Presbyterian Year Book* is the most interesting volume of the kind published in Canada. With its illustrations, its tables and sketches, it is a book which every Presbyterian should subscribe for. The editor is Rev. George Simpson. *The Magazine of Poetry* comes to us in its second year very much improved; it is really the finest of all American periodicals of its class—a veritable work of art devoted to biography and poetry. *Treasure Trove*, the delight of the children, is full of all that interests the youthful reader and writer of stories. *The Canadian Gleaner Almanac* is, like all of Mr. Sellar's work, neatly got up and of the greatest interest. *Trübner's Record*, which is a journal devoted to the literature of the east, has an excellent picture of King Oscar of Sweden this month, and contains a sketch of his life and literary work, he being the patron of the International Congress of Orientalists. *Night and Day*, the illustrated periodical edited by Dr. Barnardo, continues to give the history of his work among the neglected children of England: the charitable should subscribe for this monthly. *The Montreal Medical Journal*, which is edited by Drs. Ross, Roddick and Stewart, is fully abreast of the

times in its contents, and is a credit to all concerned in its issue. *The Study of Politics and Business* is the title of a pamphlet issued by the University of Pennsylvania, showing the progress made in this branch of study in that institution. *The Tone and Tendencies of Harvard University* is a report of the greatest interest to those who propose to study at that institution: we have also received a copy of the *Harvard University Catalogue*. Four works have been received from the Bureau of Education, Washington, which mark the progress of education in four of the states of the union. These are *Education in Georgia*, by Mr. Charles Edgeworth Jones, B.A., of John Hopkins University; *History of Education in Florida*, by Dr. G. G. Bush; *The Higher Education in Wisconsin*, by Professors Allen and Spencer, of the University of Wisconsin; and *History of Higher Education in South Carolina*, by Mr. Colyer Meriwether, of Johns Hopkins University. These are all works of the greatest value to teachers, and are issued by the Bureau, having been prepared under the supervision of the Commissioner, the Hon. N. H. R. Dawson.

ROUND THE WORLD WITH THE POETS, selected and arranged by Miss Mary C. Smith and Miss Sarah C. Winn, and published by Charles H. Kilburn, 3 Tremont Place, Boston. This is a neat little book containing many of the simple rhythmical forms which have lingered so long amongst us as household words when the higher efforts of poetic genius have been lost. The compilers think to advance, by their literary venture, the study of geography outside of the routine geography lesson. The children will be glad to have such a book published.

A COMPARATIVE GERMAN-ENGLISH GRAMMAR, by the Rev. Dr. H. J. Ruetenik, President of Calvin College, and published by the German Publishing House, Cleveland, Ohio. There are many excellent reforms in German teaching elucidated in this new grammar, which our teachers of modern languages should examine and adopt. The German and the English having a common origin, have many words in common or of similar form, and these should be taken as a basis of translation. The inflections are also identical in the two languages, and this should also be kept in view. Then there is the derivation method of word-building from the similar elemental words, and these considerations, with others, form a marked feature of this attractive text-book. Dr. Ruetenik should, however, have added a reference vocabulary at the end of the book, to avoid that memory worry which the most patient pupil of a new language so often finds in looking for the meaning of a word through a whole book.

THE CITIZEN READER, for the use of schools, edited by H. O. Arnold Foster. There have been a hundred thousand of these books sold by the publishers, Messrs. Cassell & Company, London and New York, and if a British subject can be developed into a true patriot in the pupil attending school, such a book as this is sure to help the process. There is a preface to the book written by the late Hon. W. E. Foster.

EMPIRICAL PSYCHOLOGY, by Dr. Gustar Adolf Lindner, University of Prague, translated by Dr. Charles De Garmo, of Halle, and published by Messrs. D. C. Heath & Company, Boston, U.S.A. This is a book which has found its way among teachers all over the world, perhaps more on account of the manner in which it is written than from any originality in the thought. Dr. Lindner is always clear in his statements. Besides, he never loses sight of the true starting-point of the early study of mental phenomena, the experience. The title of the book is a suitable one, and we look upon the book itself as a reaching out towards the text-book of the future on this subject. We are now all agreed that the teacher who knows little about the workings of the mind is sure to be left in the race for improved method and the teaching that is reasonable. Teachers are no longer slaves of routine, that is, progressive teachers are not; and those who would like to experiment and work out a method in an intelligent way ought to have passed through some such training as the study of a book like this is sure to give. *The Old Schoolmaster*, over whose personality the readers of the RECORD are, perhaps, interesting themselves more than over his philosophy, has given us glimpses of what is required to encourage all our teachers to take a greater interest in mental science; and if, in his further chapters, he gets more and more away from himself, we may obtain from him what he calls "professional insight," in addition to what we have. In the meantime, Dr. Lindner's book will be a fitting companion to our teachers.

THE COLLEGE SERIES OF GREEK AUTHORS, issued by Messrs. Ginn & Co, Boston, has been referred to by us as the various volumes issued from the press. In connection with the enterprise of this firm in the matter of books for the study of Latin and Greek, we have to mention this month no less than five works, which, when they hear of them, few classical students will care to be without. *The Iphigenia* of Euripides has seldom been issued from the press in such an admirable form as this edition, with its introduction, critical notes and English index. Some idea of the acumen of the editor, Professor Isaac Flagg, may be found in his bibliographical notes and his essay on the legend on which the play is founded, as well as on the plot of the play and its scenic adjustment. His critique on the artistic structure of the composition and the metres and technique are not only what will assist the student, but what the professor himself will read with profit. Of the other volumes, there is a revised edition of that standard work, *Allan and Greenough's Latin Grammar*, in which the revisers have tried to simplify the statement of principles in the text, and to amplify the foot-notes and examples. New light has also been thrown on the formation of words and their order. There is also *The Irregular Verbs of Attic Prose*, in which Professor Addison Hague, of the University of Mississippi, has pointed out to the student their prominent meanings and important compounds, together with lists of related words and English derivations. The third

volume is Dr. Goodwin's *Syntax of the Moods and Tenses of the Greek Verbs*, in a re-written and enlarged edition. No book is better known to the Greek scholar than Dr. Goodwin's, and his reputation as a Graecist of the highest authority is crowned by this new edition of his work. The last of the five volumes is an edition of *Æschines on the Crown*, prepared by Professor Rufus B. Richardson, of Dartmouth College. This is a companion volume of the series mentioned above, and supervised by the same editors, Professor White and Seymour. The plan of the series is continued, including introduction, critical notes under the text, and an index. The biography of Æschines and the history of his effort in this oration are sure to be appreciated by the student.

ATLAS OF COMMERCIAL GEOGRAPHY, by J. G. Bartholomew, F.R.C.S., F.R.S.E., and published by Messrs. C. J. Clay & Sons, of the Cambridge University Press, Ave Maria Lane, London, England. The maps of this atlas are intended to illustrate the general facts of physical, political, economic and statistical geography on which international commerce depends. Accompanying the maps, and partly explanatory of them, are several pages of introductory notes by Dr. H. R. Mill, of Heriot-Watt College, Edinburgh, which are concise and to the point. Of the maps themselves we cannot speak too highly. Coming from such a firm as the Messrs. John Bartholomew & Co., they could hardly fail to be the best of their kind. There are twenty-seven maps in all, sixteen of them illustrative of the principles of physical geography, all giving evidence of the skill and taste of the designer.

Official Department.

The Protestant Central Board of Examiners will hold the next examination for candidates for teachers' diplomas the first week in July next, beginning Tuesday, the first of July, at 9 o'clock a.m. The examination will be conducted by deputy-examiners at the following centres:—Montreal, Quebec, Sherbrooke, *Shawville*, Aylmer, *Lachute*, Huntingdon, Sweetsburg, *Waterloo*, Stanstead, Richmond, Inverness, Three Rivers, Gaspé Village and New Carlisle. It will be seen from the foregoing list that *Portage du Fort* has been omitted and that three new centres have been added to the list of last year, namely, *Shawville*, *Lachute* and *Waterloo*. Candidates for Elementary and Model School Diplomas may present themselves at any of these centres, but candidates for Academy Diplomas are required to present themselves at Montreal, Quebec or Sherbrooke. Candidates are required to make application for admission to examination to the Secretary of the Board (Rev. Elson I. Rexford, Quebec) *on or before the first of June next*. The regulation requires only *fifteen days'* notice, and candidates giving such notice will, of course, be admitted. But

as it is almost impossible to make all the preparations necessary on fifteen days' notice, candidates are earnestly requested to file their applications *before the first of June*. Last year about one-third of the candidates failed to give even fifteen days' notice. As it was the first examination under the Central Board these candidates were admitted; but these late applications gave rise to so much extra work, at the last moment, that mistakes were made in the final arrangements for the examinations that might have turned out to the disadvantage of candidates who had given timely notice. In view of the experience of last year, candidates will please note *that no applications will be received after the time prescribed by law, namely, the 15th of June*.

The applications of the candidates should be in the following form: I(a)residing at(b)county of(c)professing the(d)Faith, have the honor to inform you that I intend to present myself at(e)for the examination for(f)diploma the first week in July next. I enclose herewith (1) A certificate that I was born atcounty oftheday of18. (2) A certificate of moral character according to the authorized form. (3)dollars for examination fees.

Notes on the foregoing form of application. A large amount of extra correspondence was caused last year by the failure of candidates to follow, closely, this form of application. The special attention of candidates is therefore called to the following points in reference to the form:—In the space marked (a) the candidate's name should be written in full—and legibly; much trouble and confusion was caused last year by neglect of this simple point—some candidates gave their initials—some gave a shortened form of their real names—some gave one name in the application and a different name in the certificate of baptism. *Insert in the space marked (a) the true name in full, just as it appears in the certificate of baptism or of birth, and in any subsequent correspondence or documents connected with educational matters in the province give this same name in full as your signature.*

In the spaces marked (b) (c) give your residence or post-office address to which you wish your correspondence, card of admission, diploma, etc., mailed. If the candidate is away from home attending school, and desires the card of admission to be sent to the school address, this should be distinctly stated in the application.

In the space marked (d) insert "Protestant" or "Roman Catholic;" at (e) insert the local centre; at (f) the grade of diploma.

Three things are to be enclosed with the application:—

- (1) A certificate of baptism or birth, giving the place and exact date of birth. Note that the mere statement in the application is not sufficient. An extract from the register of baptism, or, where this cannot be obtained, a certificate signed by some responsible person, must be submitted with the application. Candidates whose eighteenth birthday occurs before or during the year 1890 are

eligible for examination in July next. *Candidates under age are not admitted to examination with a view of receiving diplomas when they attain the prescribed age.*

- (2) A certificate of moral character according to the following form must accompany the application:—"This is to certify that I, the undersigned, have personally known and had opportunity of observing.....(*Give name of candidate in full*).....for thelast past; that during all such time *his* life and conduct have been without reproach; and I affirm that I believe *him* to be an upright, conscientious and strictly sober man.

(Signatures)

(Signatures)

.....

.....
 of the.....congregation
 at....., to which the
 candidate belongs.

This certificate must be signed by the minister of the congregation to which the candidate belongs, and by two school commissioners, school trustees, or school visitors.

As unexpected difficulties and delays arise in the preparation of these certificates of age and moral character, intending candidates will do well to get these certificates at once, in order that they may be in a position to make application at the appointed time.

- (3) A fee of two dollars for elementary and model school diplomas, and three dollars for academy diplomas, is to be enclosed with the form of application.

Upon the receipt of the application with certificates and fees, a card of admission to the examination will be mailed to each candidate. This card must be presented to the deputy-examiner on the day of examination. Each card is numbered, and at the examination candidates will put their numbers on their papers instead of their names. Great care should be taken to write the numbers legibly and in a prominent position at the top of each sheet of paper used.

Candidates should notice that first-class diplomas are not granted upon examination; that the highest diploma that can be obtained upon examination is a second-class diploma.

In the examination for elementary diplomas, algebra, geometry and French are not compulsory; but in order to be eligible for a first-class diploma candidates must pass in these subjects. The same remark applies to Latin in the case of the model school diploma.

Candidates who obtained diplomas last year, but who failed to pass in these subjects, can come up for examination in these subjects this year by giving due notice. Teachers who are candidates for first-class diplomas under Regulation 37 are requested to use the foregoing form of application, omitting the formal certificate of age.

Candidates are also requested to observe that the *supplemental examinations* have been discontinued.

Candidates whose general standing in the examination is satisfactory, but who fail in one or two subjects, will be granted *third class elementary diplomas*, valid for the year, and such candidates will be entitled to receive *second class elementary diplomas* at the next examination *upon passing in those subjects in which they failed*. This privilege does not apply to candidates taking the ordinary third class elementary diploma.

Candidates who have taken the A. A. examination are entitled to exemptions in those subjects in which they took two-thirds marks in the A. A. examinations. Candidates desiring such exemptions, who make a statement to this effect in their applications, will receive a certified list of the subjects in which they are entitled to exemptions. As soon as the results of the July examinations are made up, a notice of the result of the examination will be mailed to each candidate. This notice may be expected about the first of August. The diplomas will be filled up, and mailed as soon as possible afterwards.

The detailed instructions given in the foregoing statement may appear quite unnecessary, but the experience of past years shows that quite a large class of candidates requires these minute instructions.

The regulations and the syllabus of examinations can be obtained by applying to the Secretary of the Board. The attention of candidates is directed to the following corrections and explanations of the Syllabus of Examination, published in the October number of the EDUCATIONAL RECORD.

CENTRAL BOARD.—SYLLABUS OF EXAMINATION.—(*Corrections and Explanations.*)

I. ELEMENTARY DIPLOMA. S, *French*. For translation the part of *Lectures Choieses* (Duval) prescribed for Grade I. Academy. (Last half for 1890.) 16, *Art of Teaching*. Baldwin's *Art of School Management* (Gage's Edition). Part I. Chap. VII.—School Hygiene. Part II.—School Organization. Part III.—School Government. Part VI.—Chapters i., ii. & iii. School Law, as in "Manual of the School Law and Regulations for the use of Candidates for Teachers' Diplomas." *

II. MODEL SCHOOL DIPLOMA. S, *French*. For translation, *Lectures Choieses* (Duval), or the following extracts from the *Lectures Françaises* (Darey), viz. : those beginning on pages 10, 13, 15, 20, 32, 33, 37, 42, 47, 51, 56, 63, 68, 74, 76, 85, 87, 92, 94, 99. 15, *Art of Teaching*, as in Gladman's *School Methods*. 18, *Geometry*, Euclid, Books I. and II., with simple deductions.

III. ACADEMY DIPLOMA. S, *French*. For translation, *Lectures Françaises* (Darey). 22, *Greek*, Xenophon, *Anabasis* Book I. Homer *Iliad* Book IV.

* In Press.