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THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC.

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VOL. XIII.

Articles : Original and Selected.

UNIVERSITY EDUCATION AND ITS RELATION
TO THE MASSES.

BY PROFESSOR WILLIAM CROCKET, M.A., MORRIN COLLEGE, QUEBEC.

The following is an extended synopsis of Professor Crocket's inaugural address delivered in the Convocation Hall of Morrin College at the formal opening of the session of 1892-3. The address, as we have already said, was well received by those present on the occasion on which it was delivered, and is well worth the careful perusal of our readers.

After congratulating the students upon the bright prospects and possibilities which lay before them and encouraging them to make the best of their opportunities in order to prepare themselves for the world's work, the lecturer proceeded to discuss the subject of the higher education. By higher education he meant such education as is given in colleges and universities, secondary education being that which is given in our high schools and academies, the feeders of the colleges. The higher education was an outgrowth of the past, and its relations and bearings were best understood by examining it in the light of the past. As human history showed that every age had been characterized by ideas peculiar to itself and that all these

ideas were the evolution of the divine ideas of society, so had it been with education. It, too, was a development, and a development suitable to its own age. And just as struggles and conflicts in human history make up a world harmony, so the seemingly discordant notes as to the subject and methods of the higher instruction had always been settled and would continue to be settled in accordance with the conditions of society and the national ideals of the perfect man.

These principles were illustrated by reference to past ages. It was in Greece where mind first successively began to turn itself in upon mind—upon its own nature and operations—that light was first cast upon methods of mental development and training. From that old Grecian light, shining clearer and clearer as time rolled on, there blazed forth that science which was to-day the guide in all intelligent teaching—the Science of Education. The ideal schemes of Plato and Aristotle were sketched and compared with modern systems as expounded by Herbert Spencer and Alexander Bain. The difference lay only in details—the fundamental principles were essentially alike—the aim in both being to form sound minds in sound bodies. The Greeks being an intellectual people, pre-eminently pushed education on its purely intellectual side to an extent which, at the present day would be regarded as extreme. What is understood by us as practical subjects had for them no value. It even detracted from the reputation of a philosopher if his discoveries contributed anything to the comfort or conveniences of life. The inventive genius of Archimedes tended only to bring him into contempt. If we held different opinions to-day it was because of our modern civilization and our national ideals.

Passing to Roman times, similar descriptions and comparisons were made.

The introduction of Christianity awakened new ideas which found their way into educational schemes the main features of which were to be regarded as a development of the spiritual life, but the persecutions to which the early Christians were subjected in the advocacy of their doctrines restricted the area of educational work and little progress was made.

The schoolmen followed, whose system of education was the chief characteristic of the Middle Ages, covering a period of about one thousand years from the fifth to the fifteenth century. To the seven liberal arts which had heretofore been taught, the schoolmen, under the influence of the immediately preceding age, added texts of scriptures and writings from the Latin Fathers. The monasteries were the chief seats of education

and thus it became largely ecclesiastical. Charlemagne was the first to organize what are now called schools, which were afterwards expanded into universities and colleges. The origin and primary application of these terms were described, as were some of the great teachers of the day, their methods and influence.

The modern period succeeded a period which the Middle Ages helped so largely to introduce. The causes that led to the renaissance were traced, and the condition of Europe as prepared for the great awakening was vividly described. The lecturer then proceeded to discuss the modern curriculum—what it was fifty years ago, what it is to-day as represented by McGill and Morrin, affiliated colleges of McGill University. The discussions between the humanists and utilitarians were considered their reciprocal influence, the compromise reached under which the colleges are working to-day. The value of the subjects as educative instruments and their adaptation to the wants of the times were dwelt upon at some length, as also the question relating to the extension of the faculties. (As there were present some members of the Council of Public Instruction and other educational dignitaries, the lecturer took occasion here to recommend the establishment of a Chair of Pedagogy for Morrin.) The higher education of to-day was a development of the past, one great principle had at all its stages been giving it form and colour, and that all the conflicts which had gathered around it did, like the storm, but clear the air to bring again the elements into harmony to minister to its growth. As in human history so in education

“ Thro’ the ages one increasing purpose runs,
And the thoughts of men are widened with the process of the suns :

The relation between the higher education and the masses was then discussed. Several instances of direct benefit which flow from colleges to all classes were pointed out. Never in the history of the world had our industries received such a broad and substantial development as in the present age. Never had the globe been so girdled with highways of travel both by land and sea. Never till the present age could the electric current be used to flash intelligence across vast continents or under old ocean’s depths. All the forces of nature were being brought to the service of man. Every new application was lightening his labour, and the time seemed not distant when the drudge labourer would become the directors of machinery and controllers of the forces of nature.

These marvellous advances had been brought about by the

higher education of the country. The science which was taught in our colleges and universities had been taken hold of by practical minds and been made to issue in such wondrous achievements. England's position, for example, before science was taught in her schools and colleges was humiliating when compared with other countries, where science was embraced in their educational curriculum as was demonstrated at the first international exhibition. England took the hint and to-day her industries are not surpassed by any nation.

The relationship between the workingman and the college was then considered by examining the position of each in the purpose of human life as determined by man's constitution and the constitution of society. The special work of the masses was manual toil, the special work of the colleges was with the intellectual powers. Each of these points was duly illustrated and enforced.

The intellectual life awakened and fostered by colleges brought many blessings, not a few of which influenced the workman directly. The true idea of liberty of thought which colleges propagated was a blessing to workmen who stood in peculiar need of this intellectual life and freedom. Opinions were apt to be formed from impulse or prejudice. Independent opinions when not agreeing with the opinions of others are often derided. Workmen are discouraged in consequence, but a body of truth-seekers will welcome the free expression of all such opinions, however erroneous they may be, knowing that such efforts will lead to clearer and truer views. If this spirit of freedom of thought and of toleration were to pass more largely among the people, communities would be vastly more progressive. Again, the masses derive direct benefit from colleges through the teacher, the preacher and others.

With respect to the teacher it is universally admitted that all other things being equal, the man or the woman who had a college training was the best fitted to carry on the work of education, and their services were more generally sought after and more highly appreciated. The object of education was to educe and foster intellectual life, which he cannot do if he is ignorant of the laws by which intellectual life is educed. The work of teaching was an art, but it was an art very different from that by which the carpenter performs his work. If the teacher sets out to accomplish his work by means of set rules he will fail. He must be acquainted with the scientific principle on which his work rests. The child's powers must be developed and strengthened if he is to be properly trained. Pupils, however,

instead of having their intellectual faculties whetted have merely their memories crammed with facts, dates and unrelated details, and the teacher, instead of a trainer, is little more a bearer of prescribed lessons just because he is ignorant of the principles upon which his work should be conducted. A student who has been duly certificated as having received a college training, is familiar with the laws of mental growth, can adapt his instruction to the needs of his pupils and knows how to interest them. Workmen's children, especially, stand in need of such a teacher for many reasons, but they cannot be had without colleges.

The position of the clergyman gave him large influence with working men, but his influence, unless in exceptional cases, will be limited if he has not had the advantages of a college course. He must be looked up to as an independent guide and to be so he must be able to interpret the original languages of the Scriptures, must be acquainted with the philosophic and scientific thought of past and of modern times. The people cannot have such ministers without colleges.

There is, again, the great cluster of social and political sciences relating to trade and commerce, to capital and labour, to crime and pauperism and scores of other questions in which all classes are directly interested and especially the masses. Colleges help to disseminate sound views on these subjects, which may tend to the solution of problems directly affecting the masses, etc. The foregoing points were fully illustrated and enforced.

If then, said the lecturer, these are the advantages that flow from the work of colleges, the country cannot have too many of them. Every community in the Dominion which is able to maintain a properly equipped and vigorous college would add much to its material and moral interests by making it a centre of light and learning. Its schools, from the highest to the lowest, would feel its quickening impulse, and every district of country within the sphere of its influence would throb with new life and vigour. Let us then seek to encourage to the fullest extent the higher learning of the country, seeing to it that all our colleges, and especially those with which we are more immediately connected are fully equipped and pulsing with vigorous life. Then may we see the happy fulfilment of our late Laureate's anticipations;—

Sweeter manners, purer laws
The larger heart, the kindlier hand.

Editorial Notes and Comments.

It is a common remark of the speaker on examination day that the boy who has not a good word to say about his school is not much of a boy. Yet how few boys really have a good word to say about his school or his teachers, and how few parents are there who do not form their opinion about the school and the teacher from the highly coloured statements of these somewhat nonchalant and careless critics. "The boys seem to dislike him" is as often the foundation of a false opinion about a teacher's work as is the expression. "The boys seem to like him." It is as easy for a dishonest teacher to shirk his duty and be popular as it is difficult for an honest teacher to do his duty and escape being unpopular. And yet as the community often takes its opinions about the school from the boys and girls attending it without taking any trouble to know what manner of man or woman the teacher really is, so is the school population often merely a reflex of the whole community. An inspector has said that he could always with a very near approach to certainty discover from the conduct of the pupils he had to examine the general character of the community in which they were to be found. There are communities in this Canada of ours which have no faith in themselves, and we need hardly say that these are the communities in which neither pastor nor school-master can remain long. There it is we find a new teacher once a year, and there it is we find the pastor looking through the influence of his bishop or presbytery or conference for a change as soon as a change can be procured. A writer has lately tried to point out the community that has no faith in itself in these words: We have sometimes thought that we could tell the town that a man comes from by his air. The people of some towns and villages have a depressed sort of atmosphere about them, which seems to say we live in——, but we are ashamed of the place. The typical man of another town by his bearing proclaims the fact that he belongs to a certain town and is proud of it. He never apologizes because he does not live in a larger place, nor explains why he does not move. He thinks he lives in the best place already, and that very fact helps to make his place one of the best. Civic pride has made many a town prosperous. Without it no place ever amounts to anything. We may talk about political remedies until doomsday, but neither Canada as a whole nor any one part of it will ever amount to anything unless our people have a fair degree of national and

civic pride. You can easily tell when the people have no pride of the right kind in their own town. The sidewalks are dilapidated, the cows stand in front of the stores and gaze through the windows at the spring goods, the geese pasture on the streets and the leading citizens use their shoulders principally for holding up the front walls of the taverns. The air is always thick with gossip. The school-house is mean and the churches meaner. In any fair competition, the first prize for a first-class loafer would always go to a community of that kind. If you want to have a first-class town, take some pride in making and keeping it nice. Plant trees, cultivate flowers, mow your lawn regularly, shovel the snow off your steps, vote for good councillors and pay your taxes regularly. If your conscience tells you that you should say every mean kind of thing about the town and country that gives you and yours a home and bread, perhaps you had better pack your "duds" and go somewhere else. This world is a pretty large place. In view of the proposed action of the Protestant Committee or the Council of Public Instruction towards encouraging the rural communities to improve the outer environment of their schools, we need hardly say that no community such as that above described need enter the competition. The community in which the boys have a good opinion of the school, an opinion not founded on their own feeble judgment but on the matured prejudice of their elders gained by an honest inquiry and personal examination of the work done, is more than likely to take the first prize.

—The farmer tax-payer who is always ready at school-meetings to oppose school improvements on the score that what was good enough for his day is surely well enough for those of the present generation, perhaps may find indirectly an argument against themselves in the following argument which has evidently been urged in their favour. "There is something cruelly absurd in telling farmers that if they lived now as they lived fifty years ago they would not find any difficulty in paying their way. What other classes of people live now as they lived fifteen years or even twenty years ago? Is a farmer never to be allowed to increase the comforts of his home? It may be quite true that if a farmer lives in a shanty, and drives an ox-team and makes his own boots and eats little but pork and potatoes, his expenses will be lighter. A manufacturer, or a merchant, or a doctor, or a lawyer, could easily reduce his expenses in the same way. Why should not a farmer be expected to improve his position as well as any other

member of the community? Is there any reason why his wife should not dress well, or his daughter own a musical instrument or his son drive a good horse? If all the rest of the community are ready to go back and live as people lived in this young country fifty years ago, farmers may not object, but there is something cruelly absurd in asking one class to live as much like Indians as possible in order that the others may live in comfort and many of them in elegance."

—The beginning of a new volume of the EDUCATIONAL RECORD again brings us to the rallying point of urging upon the teachers of the province to help us in our enterprise. We return thanks to those who have assisted us in many ways during the past year, and who have sent us, with words of advice and encouragement, interesting items for our Correspondence Department. Yet we can almost sympathize with one of our contemporaries when he says: "We have a conundrum to put: Why is it that so few are willing to write for educational papers? Our columns are always open to practical articles. There are many able teachers among our readers. We shall always be glad to welcome their suggestions. There is one excellent way of answering this conundrum: that is by removing the necessity for asking it." Another of our contemporaries even goes further than this, further probably than any judicious editor is likely to go when he says:—

"Why is it that a body of school teachers are so undemonstrative? The most eloquent speaker in the land can hardly extract applause from them. They will sit like so many tombstones, without thinking that a little applause will revive and encourage the speaker. We had the pleasure of attending a small gathering of teachers some time ago and witnessed just such a scene. The president asked for opinions on corporal punishment, and other points on various subjects, and it was like drawing teeth to get an opinion out of them. Now, why should this be true? Are they too ignorant to talk on such subjects? Is it not true that there are teachers in the land who have taught for years and never have spoken a word before an assembly of teachers? The writer is acquainted with such characters, and is free to confess that if these particular teachers had their just dues they would be consigned to the waste basket. They are too modest for any use." While far from sympathizing with the manner in which the case is thus put, we certainly desire to have more of the confidence of our teachers in the correspondence pages of our periodical.

—The feeling in favour of school libraries still continues to grow and the following is an excellent suggestion towards the increasing of the number of volumes in any library established or about to be established. "There is no parish so poor," says the *Catholic Educator*, but some of its members go away for midsummer holidays. Next to the railway fare, and the luggage, "something to read" is indispensable for those pleasant trips. The "something to read" like the holidays for which it was bought, has probably faded from memory, and is at present lying at the bottom of some trunk or portmanteau. Now that winter is upon us, it is a favourable time to exhume the neglected volumes and give them to form the nucleus of a school library. If the books and magazines are such as good people ought to buy, there will be no need for censorship: but anyway the teacher cannot err in exercising great care and watchfulness as to what is admitted to a school library; but even books unsuitable for children might be exchanged at second-hand booksellers for books which are. A notice to the effect that a school library is being formed, and that some members of the congregation have already given books, and asking for donations either of books or magazines that have been read, or of money to buy them, will not be in vain, especially if it be known that several ladies and gentlemen have already promised, or have given, books for the library. A list of the donors' names, with the books given, will have a very stimulating effect. It is much better to dispose of books in this manner than have them knocking about the house, perhaps in the way, until they go to pieces, and are thrown on the dust heap or sold for waste paper. Many people would be glad of the opportunity of disposing of books, they no longer require, to such advantage, than having them taking up room until they went to pieces. Surely the school library would be better than the dust heap, and the pleasure of giving the books where they would be a source of joy and instruction to the young ones who cannot afford to buy them, would more than compensate for the trifle obtained at the waste paper shop; even supposing they could be sold there. Then, again, there are many of the pupils who have books which they have read till they know them almost by heart, who would be glad to exchange them for others. They would practically do this on a large and systematic scale, by presenting them to the school library: and this they would readily do if encouraged, and if the teacher is careful to put their names in the catalogue as well as the books presented."

—The teachers of the Dominion have had representation in the Central Parliament as well as in the Local Houses, but only through those who have been teachers previous to their taking up another profession, never by one who has been elected through the suffrage or influence of teachers. In Nova Scotia a gentleman was once elected, while still engaged as a teacher, but this was an exception, and has probably never been repeated. The present Minister of Education in Ontario could write M.P. after his name and at the same time P.S.I. Now we hear from Great Britain that the school-masters have a prospect of representation, if any faith is to be put in the following paragraph :

“The school-masters have already provided the Liberal party with two candidates. It is not impossible that they will provide the Conservatives with a candidate in the person of Mr. Gray. Mr. Gray is one of the personages in the National Union of Teachers. As chairman of the Parliamentary Committee, he has exhibited an ability which has gained him the esteem of successive Ministers of Education. A well-known figure in the lobby of the House of Commons, he has simply been ubiquitous in his efforts to obtain sympathy for the teachers in their educational crusade. He is not, perhaps, a powerful orator, but he is an undeniably logical and persuasive speaker. Though a Conservative on Imperial topics, he holds very enlightened views on the educational question, and is in harmony with what may fairly be described as the advanced educational programme. A man of light and leading among the teachers, he has one great political fault—that his general political views are not on the same enlightened plane as are his educational opinions.”

—In connection with the above the following may be also quoted as containing a cuff to the editor of such a journal as ours, and a hint to those who would see our teachers take a bolder interest in public affairs: “Educational journals are entirely too narrow on the subject of politics. Their mission is not a political one, 'tis true, but that is no reason why they should not take part in a political campaign when the interests of the people are at stake. Can anyone give an intelligent reason why teachers should not take an active part in politics as well as any other class of people? No; yet we often hear of them spoken of as proper persons to keep out of politics. No, these school journals are entirely too Sunday-school-like in the course they take in politics. A little more backbone would be appreciated by their intelligent readers.”

—The end of education ought to be to make thinkers. The cramming process should not be encouraged. A regular academic course is laid down, and much pushing and urging is necessary at times to get the pupil through. Many teachers seem satisfied when the grade warrants the diploma. But a smattering of science and of the classics does not constitute an education, nor does even a fair standing in the class-room. Many go through the prescribed curriculum with some credit, and yet do not know how to think. Their mental powers have not been practically trained. They have not been taught to apply them to arising needs. They may have acquired considerable knowledge, but they do not know how to apply it. He is the best teacher who teaches his scholars to think; not he who imparts to them the most information, or who gets the most of college routine into their minds. What is acquired may be by mere act of memory, or by continuous repetition. What is especially needed is not so much data as the power to use one's acquisitions to advantage, or the ready faculty to centre the mind upon any given subject.—EX.

—It affords us much pleasure to welcome THE OLD SCHOOL-MASTER as a returning contributor to our pages for the coming year. As may be remembered, he somewhat suddenly broke off his connection with our journal in the midst of his investigations on the memory. These investigations he says he has been continuing since, but as we had thrown out a hint to him on the appearance of his last chapter that his disquisitions had become, perhaps, a little too abstract for the majority of our readers, he had partly given up the idea of continuing his autobiography. After a friendly negotiation with him, however, we have again induced him to resume his narrative, and the above may be taken as an explanation of the hiatus there seems to be between his last chapter and the one we publish this month.

Current Events.

It is pleasant to take note of the interest His Lordship the Bishop of Quebec is already beginning to take in the public schools of the province. As he passes through the parishes of his diocese on his initiatory tour of the present year, he always makes it a point to visit the school, giving words of encouragement to both teachers and pupils. Perhaps, eventually, some steps may be taken to make something of this encouragement on the part of one so high in authority to improve our schools in the moral as well as in the intellectual and the physical.

Nothing would be so satisfactory as to have a union of all the churches in bringing about such an improvement.

—We know a School Board which refused to elect an applicant who had many years of practical experience in the school room, and had been eminently successful as a teacher and a disciplinarian, and had passed a creditable examination. No objection could be found, except that the applicant came from a neighboring province instead of being a native of the province in which he had been living for a year or more when examined. He was looked upon in the light of an interloper. The point we wish to bring out is, that teachers should be selected or elected with reference to their *fitness* for the place, and that talent should be secured, it matters not where obtained. It need hardly be said that the above School Board did not have its jurisdiction within the Province of Quebec—the only province in the Dominion where a man, proposing to be a teacher, receives credit for whatever official documents he has in his possession bearing upon his qualifications as a teacher.

—We take the following notice from one of the Montreal dailies about a matter to which we have already referred. Prof. Moyses, of McGill University, is to deliver the first of a series of twelve lectures on “English Literature,” in the McGill Normal School, to-morrow, at 7.30 p.m. Although given under the auspices of the Teachers’ Association, these lectures are open to the public on practically the same conditions as to the teachers themselves. The fee is nominal, being only \$3 for the course. This movement, to place within the reach of everybody, popular lectures on literature, is university extension work and its promoters are most anxious that a sufficient number of people will purchase tickets to make the undertaking pay its own expenses, which are considerable. Tickets may be obtained from C. R. Humphrey, Esq., at Sherbrooke street school during the day or at the Normal School before the lecture on Tuesday evening.

—The *Witness* having seen an appeal in the *Quebec Morning Chronicle* on the part of Laval University, refers to that institution in the following terms:—“Laval University refuses to pay a city water-tax of four thousand dollars, claiming that the twelve hundred and fifty which it now pays, pays for more water than it uses, a plea which raises the old question whether the water rate is the purchase and sale of a commodity or a tax levied for the common good and for individual protection against fire. We believe the latter view is that which has been held by the courts, and if so, the University’s contention

would not hold. In an evidently authoritative interview one of the authorities of the Quebec Seminary which carries on the University declared that the University is in the utmost financial straits, that though its salaries to professors both clerical and lay are almost nil, and though it receives an annual subvention from Rome, yet it costs the Seminary twenty-five thousand dollars a year more than is met by its revenues, grants and subventions as well as the fees of the students which, in view of boarding them, are less than nominal, and further, that the property of the University, worth a million dollars, will be readily handed over to the city if it will undertake to carry on the University.

—We are inclined to think that the remarks of the writer in the *Quebec Chronicle* were not intended to be taken too literally, yet they have given the *Witness* further grounds for saying: "This fine offer is of course a mere mode of saying that the institution is financially in desperation, but that is in itself a fact that will deeply interest all who have the culture of our country at heart, as will also the other revelation that the great "national" university,—by the way, what does "national" mean—is subsidized by Rome. It is to be hoped that something will be done to save this most valuable institution. Universities have always been broadening influences in the communities in which they have grown up, and Laval has been no exception to the rule. It has been an unusual thing for city corporations, unless where cities were also states, to assume the management of universities. Had that offer been made to the province it would have looked more like business, for it is common for provinces and states to control universities. If such an offer were made, it would have to be considered, and the question would arise as to what would be the financial and what the moral import of such a transfer. Financially it is to be feared that the twenty-five thousand dollars now being sunk would suddenly expand. The Pope's grant, whatever that is, would, we should hope, cease. As long as a university is dependent on an outside influence for its existence, it can be neither "national" nor provincial. Then it is not to be supposed that, receiving their salaries from government, the professors, either clerical or lay, would longer consent to be paid a hundred and twenty or two hundred dollars a year. They would want ten times those sums. The moral effect of these small salaries is, on the whole, good, as the receivers of them are comparatively independent, and independence is the quality perhaps the most wanted in such quarters. On the whole,

though we feel humiliated to learn of our "national" university being dependent on Rome, we think that, barring this, the best results would probably flow from the continuance of the University on its present basis in other respects, and we should be glad to hear that the means were forthcoming to place its stability out of doubt."

—The University of Bishop's College will ask for an act restoring and conserving to its graduates, equal rights and privileges with the graduates and students of any other University in Quebec, in respect to the admission to the study and practice of dentistry, and that any act to the contrary be amended accordingly.

—A suggestion comes from a quarter which may or may not have in it any element of progress. Yet it is quoted here for what it may in itself suggest to others who are more intimate with the constitution of the Council of Public Instruction than any of our daily newspapers. The *Quebec Telegraph* in view of the late appointments says:

"While the appointments made by the provincial government to the Council of Public Instruction cannot but meet with the fullest approval of every one, we would suggest that the Protestants be allowed to select their own members. They would have more confidence in men selected by themselves than in men selected by any government, no matter how judicious might be the choice of the latter. In fact, the whole system wants to be completely re-organized. The bishops of the Church of Rome are members ex-officio, but we believe the government reserves the right to appoint a layman for every bishop. All the members of the Protestant Committee are appointed by the government and must follow the instructions given them by the government or run the risk of being replaced. The system would not be amended by making the Protestant bishops members ex-officio, as only the Church of England has bishops and the other churches would be ignored. Each church ought to have the right to elect a certain number of members in proportion to the number of its adherents and the universities should also be granted proper representation. Similarly the Roman Catholic universities should have the right to elect a certain number of members to the Catholic committee."

—The growth and popularity of the kindergarten system in Western Ontario was well shown at the Christmas closing exercises of the London kindergartens. The affair took place in the City Hall and nearly four hundred happy little tots took part. The capacious hall was crowded to the doors and fully as many more were turned away unable to get in. Mr.

J. S. Dewar, the chairman of the school board, opened proceedings with a short address of welcome, after which Miss McKenzie, the supervisor of the London kindergartens, took charge and for two hours a continuous programme was carried out. The little folks had had but one brief rehearsal and the different classes had not been drilled together at all. The fact that there was not a hitch shows the uniformity and thoroughness of kindergarten work. Thirteen songs were sweetly rendered by the children, with piano accompaniment. The "Blacksmith" brought his tiny fist into his tiny palm with a smack in imitation of the powerful blows of the smith's brawny arm. The songs included such timely numbers as "Little Jack Frost," "Jolly Old St. Nick," "Good Morning to the Snow," "Merry Xmas Bells," and "I am the Little New Year." Then came the marches and games. The pupils from the respective schools left their seats and walked to an open space in the middle of the hall. They threw their whole spirit into these games, each of which contained its own object lesson. There were the flying birds, imitated by movements of the arms and a light skipping; skating, when the little boys and girls slid about the floor; the merry dance, in which the youngsters held each other by the hand, and so on. After the conclusion of this portion of the programme, all were asked to retire except the pupils, and it was then that their little eyes sparkled with delight. Five Christmas trees were made the centres of vision. On these were a present and a package of popcorn for each pupil. Only the popcorn was kept. The presents were to be given by the little ones to their friends. They had been made by themselves at school. This is a portion of their daily work. The entertainment was a pleasant surprise to everyone not privileged with a previous experience of the kind and the intelligence displayed by the children—above that of the generality at their age—was a thorough vindication, were such needed, of the Fröbel system of child training. This new system is an acknowledged developer of the child's mind while at play. It might be improved practically, though, educationists say, by a closer assimilation of the senior kindergarten class and the junior public school class.

—What an oral lesson there is in the following paragraph: A strange ceremony took place recently at Jerusalem, the formal opening of the railroad which has been built by a French company between Jaffa (the ancient Joppa) and that famous city. From Jerusalem to the shore of the Mediterranean at Jaffa the distance is but thirty-two miles in a

straight line. However, an ascent of 2,600 feet must be made, and engineering works of some difficulty were necessary. The only places of any importance on the route between Jerusalem and Jaffa are Bitir, Deiraban, Ramleh, and Lydda. Lydda lies in the midst of the plain of Sharon, and is famous as the place where in ancient times was the school of Gamaliel. Jerusalem takes on more and more the aspect of a modern city, and the advent of the locomotive, putting it into easy steam communication with the cities of Europe, will tend to hasten its modernization.

—The efficiency of the public schools to guard the Christian morals of the youth of the country was the chief subject of interest discussed by the members of the new west educational commission, which held its annual meeting at the Sherman house, Chicago, a few days ago. The question referred to was brought up by the report of Secretary Charles R. Bliss, and dealt with the matter of consolidating the educational commission with the American college and Educational society. It also contained a suggestion as to the possibility of dropping some portion of the work of the commission owing to the increase in the public schools. After much discussion the idea of consolidation received the approval of the meeting. The commission gave several reasons for the continuance of the work. "First," the report said, "the uncertain condition of existing public sentiment in Utah and adjacent territories respecting polygamy and kindred evils makes clear the necessity of continued Christian activity. Secondly, the prevalence of ignorance, superstition and a low moral tone in many communities calls for renewed effort in bringing to bear a pronounced Christian teaching. Thirdly, the present time seems a critical period. Many youths are breaking away from parental beliefs and are in danger of drifting into avowed atheism." The report was unanimously adopted.

—The U.S. Government schools for children of the North-American Indians established at Hampton and Carlisle appear, from Dr. Barrow's account of them, to be wholly inadequate to the purposes in view. Since 1879, 349 Indian boys and girls have been sent out from Hampton, educated after their manner. Generally favourable reports have come back from them, and they have, it is admitted, withstood the trials of a surrounding uncivilisation much better than many give them credit for. Lapses to blanket life and low wilderness living have been rare, and when they have been able to find work and put in practice their school education, they have made a fair success. The

smallness of the number, however, and the fact that the acquired habits and the education of the young Indian are apt to create mutual repulsion between him and his tribe tend to frustrate the objects of the scheme. Dr. Barrows advocates a scheme under which the funds and the teachers now assigned to this work would be sub-divided and the schools located centrally among the families and parents of the children, who would then mingle with their friends, daily or frequently.

--The United States has 21,000 public schools, taught by 334,000 teachers, attended by 12,500,000 pupils, and cost annually \$119,000,000. They have 366 colleges and universities, 253 medical, law, and theological schools, and the general sentiment on the subject of education may be gauged by the fact that within the past eighteen years nearly \$110,000,000 has been given by private individuals of wealth for the establishment of schools of various kinds.

—There is but one dark spot in this bright picture of the educational condition of our country. In spite of all that has been done by the states and the federal government for education, there are nearly 5,000,000 of people, 13.4 per cent. of the entire population, unable to read, and about 6,250,000 or 17 per cent., unable to read or write.

—The opening of the Graduate Department of the University of Pennsylvania to women, so soon following the opening of the same department at Yale to them, puts to shame those colleges which as yet offer their advantages to men alone. The attitude of the University of Pennsylvania is particularly generous, providing, as it does, eight fellowships for women, each of the annual value of \$375. Col. J. M. Bennett has presented a building to the Graduate Department for women, and the leading educators of Philadelphia have shown their interest in the undertaking in a most cordial manner. Further information from Yale shows that the number of courses of study in the Graduate Department amount to 206, and that all of these courses are open to women. At St. Andrews, in Scotland, women next year will be taught in the same class-rooms on equal terms with the young men, and bursaries to the extent of \$15,000 will be devoted to women exclusively.

—Dr. Francis Dawling, of Cincinnati, after a year of assiduous labor, has prepared a report on the effects of tobacco chewing on the eyes. He made a study of 3,000 persons employed in the various tobacco manufactories of the Queen City, and embodies with the results in their cases those of studies made by the doctors of Paris and Berlin. Of the 3,000 under observation, a

close study was made of 1,500, all males, selected at random. He found that ninety-five per cent. suffered with visual troubles, and nearly as many exhibited muscular deterioration. It was also demonstrated that tobacco chewing is far more hurtful than smoking.

—The cost of education at the different women's colleges at Oxford and Cambridge is surprisingly uniform. At Newham (Cambridge) the fees are 75 guineas per annum; at Lady Margaret Hall, Oxford, £75; St. Hugh's College and Somerville Hall, Oxford, each £60; Girton College, Cambridge, is the most expensive, the fees being £105 per annum. The Royal Holloway College, Egham, Surrey, provides board, lodging, and tuition for £90 a year.

—The appointment of Professor Loudon as successor to the late lamented Sir Daniel Wilson, in the presidency of the University of Toronto, has met with very general approval. Professor Loudon has, it is believed, the fullest confidence and cordial sympathy of his colleagues in the faculties of the College and University. The very hearty reception accorded him by the students at the College Convocation, afforded evidence which must have been very gratifying, of the state of their feelings towards their new head.

—Sir William Dawson intends spending the winter months in the south. There is now every prospect of his complete recovery from his late sickness.

—Two new members have been appointed to the Protestant Committee of the Council of Public Instruction, His Lordship the Bishop of Quebec and S. Finley, Esq. Both of these gentlemen were warmly received by their colleagues at the last meeting.

Literature, Historical Notes, etc.

THE OLD SCHOOLMASTER.

CHAPTER VII.

The uneventful has its tale to tell,
Some hope still-born, perchance,—a lesson learned :
The meekest light religious has its spell,
For in it God himself may be discerned.

In an age that seeks its literary ease in the lightest of romances and newspaper items, you are possibly not likely to fail, gentle reader, in finding a multitude of sympathisers, when you say that a man's autobiography cannot amount to much unless it deals for the most part with the concrete. But you ought to bear in mind that the experiences I have proposed to place on

record are not to comprise a mere series of events connected with my own life. The career of the ordinary teacher has in it but few events of a romantic flavour, and without the strikingly eventful, as a spice to the taste of the ordinary reader, few narratives of this kind can, in one sense at least, be said to amount to very much. If a man can never be esteemed a hero in the eyes of his valet, far less can he be ranked as one by himself, far less can he make himself out to be a hero to others by writing honestly about himself. There is therefore in this enterprise of mine no claim set forth for hero-worship, no material of romance with which to enlist the sympathy or provoke the excitement of the ordinary novel reader. Having no plot to develop, I have not hesitated to refer at the very outset to these the years of my retirement as readily as to the earlier years of my childhood, instead of following up the episodes of my career in chronological order. In following the advice of my editor, I have neither a craving, as I have already said, for literary fame nor for pecuniary recompense. My life's work is done. The portion of the teacher, with its rewards and punishments, its joy-throbs and its heart-burns, has been mine. I have passed through the mill; and now in my environment of content, fearless of the jealousy that is ever misunderstanding one, or of the insidious tongue that is ever seeking to do a hurt, I have undertaken at the suggestion of my friends, and simply for my own gratification, the writing of a few more chapters of a record which you, gentle reader, have probably wisely enough classified as an autobiography that cannot amount to much.

In lingering over the phenomena of the memory in previous efforts to find out something of its functions, my main purpose was to emphasize its importance as the basis of all mental experiences.

"No idea can take up its abode in the mind unless there are already some ideas in the mind," as I said to my friend the schoolmistress while walking home with her one day after school hours.

She had just been saying that I seemed to make too much of the memory in my system of metaphysics for teachers, no doubt coming to the conclusion, in her concrete way of thinking about the evil effects of too much memorizing in school-work.

"There must then be some ideas in the child's mind before it begins to think, which is very much like saying that the child must have been thinking before it begins to think," and she laughed with that sweet silvery laugh of hers which is always cheering.

"Just so, my dear," said I; "you have stated the case clearly and explicitly. The child has been thinking before it begins to think, that is, before it begins to think for the purpose of acquiring knowledge. Now do you understand?"

She looked up into my face somewhat crestfallen. She had evidently been all but sure that I had been trying to teach her something nonsensical.

"Then there are two kinds of thinking, sir?"

"If you like to classify them in that way," said I. "The original ideas in the child's mind we sometimes call intuitions, sometimes the modes of thought, sometimes the instincts."

"But how does the child come by these first ideas or intuitions?" she continued, taken courage to examine the question further, which, I am sorry to say, so many teachers fail to do.

"Ah," said I to her, "you have suddenly come to the *angulus argumenti*, the corner of the question out of which faith alone can lead the way. The bars of our cage are sure, sooner or later, to intercept our pathway of investigation. In the impotency of the reason faith finds its birth. The mystery of science,—and every science has its mystery, its hypothesis,—seeks refuge in a theory, and the theory must be taken for granted. Deny the postulates or the axioms of Euclid and what could you make of his propositions which all hinge one on the other. Nothing. In a word, the theory of a science is its article of faith: it is its starting-point. And when once you ask whence come our original instincts or primary intuitions, you reach the theory which lies at the threshold of the whole science of education, the law of heredity."

My companion looked not a little puzzled.

"Is it your opinion, sir, that all teachers should begin their preparation for school work from such a starting point?" she asked in her gentlest way, and with a further look in her eyes that said as plain as words could say it, that if such were the case, her education as a teacher had been woefully neglected.

"The teacher who has not had the advantages of a Normal School training has often to begin his novitiate as best he may. Yet your query is by no means inopportune, as it gives me an excuse for reiterating my advice to young teachers, who can hardly be expected to know much of the investigations of sociology, to make a study of the memory as a practical basis of observing how children have been adapted by nature for the acquiring of knowledge. The teacher, who claims to be an educationist as well, is seldom satisfied with investigations which his predecessors or contemporaries may think to limit by any

system of didactics, and will no doubt find himself forced to go beyond the immediate personality of the child in determining the possibilities of his or her mind. The characteristics of the parents, the conditions of the home environment, the social surroundings, the methods of the teachers who have preceded him, will naturally come in his way as elements of professional culture, before he can conscientiously assume the full responsibility of the proper training of any pupil. But it is not every system of public instruction that can command the services of teachers of this kind, and our educational writers, in demanding that teachers should be this or should do that, too frequently overlook this fact. Yet surely every teacher has had the opportunity of examining the processes of the memory."

"You mean one's own memory," interrupted my companion. "In other words, you would have every one become a metaphysician in his own right, starting from an examination of the workings of his own mind."

"Most assuredly I would. And judging from my own experience when I first laid siege to Mansell's *Metaphysics*,—an article on that subject written for the *Encyclopædia Britannica* and afterwards published as a text-book,—I could make no headway with it, until I had applied its bewildering phraseology to the phenomena of my own mind. Applied *Metaphysics* is what the practical teacher wants, just as Applied *Science* is what the practical engineer wants."

"But to study Applied *Science* one can go to a special institution," said the school-mistress; "but where is one to go for a course in Applied *Metaphysics*: to the Normal School?"

"Most assuredly, in the case of young teachers."

"Then you think every one intending to be a teacher should first take a course at the Normal School?"

"Certainly I do; and the argument in favour of a previous Normal School training, before a person is allowed to take charge of any school, everybody now knows by heart. A machinist has to serve an apprenticeship of five, six, or seven years before he is legally recognised as being competent to build an engine or to take charge of the engine when it is built, and how much more is it necessary that there should be a previous professional training demanded of those who are to deal, not with machines, but with human organisms of which psychology and physiology reveal the laws that govern them in their activities and structure."

"Then, alas, poor me can have no part in your enrolment of qualified teachers," remarked the schoolmistress with a shrug of her shoulders.

“The *argumentum ad hominem* is but a fallacy at its best, and the *argumentum ad feminam* should always rank as a species of ungallantry. I grant you that the teacher who is technically called in these times an untrained teacher may often attain to a higher range of success than some of those who have passed through the Normal School. But the *vice versa* of this is just as true with multiplied examples in favour of trained teachers. Training, it is true, is experience, and it matters little perhaps how the experience has been matured in the final effects it produces in a school conducted as yours is now being conducted. But it surely is of some consequence, when one considers the length of time it takes the untrained teacher to acquire the necessary experience to be a successful teacher. Four or five years’ experimenting work in a school may do for a teacher what a preliminary Normal School training is expected to do. The untrained teacher will, no doubt, if he be conscientious and painstaking, attain to a practical knowledge of the human organisms he has been dealing with, and may be proud of his improved methods, mnemonic inventions, and easy discipline. But each discovery he has made is like the discovery of America by Americus Vespucius, a discovery of something after it had been discovered; and you yourself, my dear, will surely confess that had such a teacher only had the good fortune to attend a series of practical lectures on the methods by which the culture of the youthful mind may be promoted on the basis of its own nature, he would have saved himself much worry and his pupils much uneasiness of both mind and body.”

A sad look of regret seemed to come into my companion’s eyes as she looked up into my face and sighed. “Poor unfortunate me! Had I only known!” and then after a pause, in a tone as low as a faint whisper and as if to herself, “Oh, that I only had had the means to take the shorter road.”

“There is no reason for regret” said I, “when once the goal is reached. The athlete who breaks down in his course may reasonably groan. But his fate is not yours,” and I tried to avoid in my words of sympathy every appearance of flattery. “You have passed the goal. You have become a successful teacher.”

She received my encomium, however, with a shake of her head, and turned away from me seemingly offended. Teachers so seldom hear an honest opinion expressed about their work that they are apt to look upon all criticism as prejudiced whether it be for or against them.

“You must not misunderstand my words in your favour’

said I, putting myself to rights. "I honestly mean what I have said about your work. In the regret you have just uttered you have only repeated what hundreds of untrained teachers have repeated after years of blundering and rectification."

"Were you a trained teacher, sir, before you took charge of your first school?"

"No, unfortunately, I was not," was my answer. "Like you and others, I had only the light of my own intelligence, which, in my case, as I must now confess, was flickering enough and uncertain, to guide me in my first attempts at teaching school. But I had not been at work six months before I came to the conclusion that my first duty towards myself, if I would be a successful teacher, was to save money enough to take me through the Normal School."

"Where was the first school you went to, sir?" she then asked not unexpectedly.

"Ah," said I laughing, "I thought we would be coming to that question. Thought reading is perhaps more of an instinct than an art after all. I was beginning to be all but certain that you would eventually draw me into the confessional. We are never very long in getting home again to the world that is within us. Indeed very few of us ever get far way from the home of our own lives in discussing a question. But I see we have got home in more senses than one."

In turning round the bend of the road, we had just come in view of the cottage in which my sister and I keep house.

"Dear me," said the schoolmistress, "I never thought we had come so far."

"But not far enough to have your last question answered. You had better go the whole way. My sister will no doubt have seen us from the house, and she will think we have been having a clandestine conference, if you do not call upon her. Indeed, you had perhaps better spend the evening with us, and then I shall have leisure to answer your query about myself *in extenso* as the lawyers say. In order, however, that I may prepare myself to answer it correctly, perhaps you will be good enough to put it again."

"Was it not put correctly?" she immediately asked with the impulse of the teacher who is always on the *qui vive* to avoid mistakes.

"Perhaps, if anything, it was a little ambiguous."

"Where was the school you first went to: wasn't that what I said, sir?"

"Yes, that is how you put it. But do you mean that I am

to narrate my experiences in the school I first went to as a pupil, or as a teacher?"

"Oh, of course, I meant the school you first went to as a teacher; but," and she hesitated for a moment, "if you have no objections, I shall be very glad to hear the story of your school days as well. However, I must not take up any more of your time this afternoon."

"Never mind *my* time, my time is my own," and just at that moment, as a kind of providential escape from excuses which may or may not have been intended as conventional, my sister came out of the house, and from the verandah welcomed us with a smile on her comely, matronly countenance while yet we were only at the garden gate.

"This young lady" said I, when we had advanced up the garden walk between my two hedge-rows of rose bushes to the great maple-trees that shade the door, and when the usual greetings had been exchanged between the two, "this young lady has been asking me questions that cannot well be answered without some continuity of thought and language. I have been inviting her to share with us our evening meal; but possibly she waits a more formal invitation from you, the head of the house, to spend the evening with us. She wants me to tell her the story of my early school days, and I cannot well do that, you know, however inclined I may be to be obliging, in a short walk from the school house, or even at our doorstep out here in the open air. The road she would have me travel, to please her, is long and possibly to her will prove a dreary one. The inner man requires refreshing; and I shall make no bargain unless she accepts our hospitality even if it be a piper's bidding she has had."

"Certainly, she has to come in," said my sister, "there are no two ways about it;" and thus was the matter settled, thus was I inveigled into narrating what, when reduced to writing, may take up not a few chapters, thus was I brought up again at the starting point of my autobiography while giving to my friend the schoolmistress my experiences as a pupil in the several schools I attended in my early days, to be followed subsequently, it is just possible, by my experiences as a teacher in my first school.

Practical Hints and Examination Papers.

At the close of a lesson the third chapter in Genesis, a Sabbath School teacher put the question, "Now, children, what lessons can we learn from the story of Adam and Eve? Well, Johnnie?" Johnnie—"Never believe what your wife says."

—A word of advice to the young teacher in the miscellaneous school. Don't be in a hurry to do work all at once. Sit down and study how to control your school. Be calm, but firm. Obedience is a habit. Commence to form the habit deliberately. For this purpose drill the school in "positions" until the most inattentive or refractory responds spontaneously to your number or sign indicating your order. Never mind the loss of half an hour day after day in making all move simultaneously and promptly. If the habit of obedience is formed for purely mechanical exercises it is only one step more to gain complete control over the whole school for general purposes. When you are engaged in some class-work, low murmuring in some other part of the room will commence, at first so faint as not to disturb your work, and you feel like not noticing it. But there is no line between that and what distracts. So at the first sign of a breach of the silence you wish to have observed, calmly stop your work, let your eye fall in the indicated direction with no manifest haste to return to your work and forget. If necessary give your signs for movements, which must be gone through with precision. Soon each pupil will feel it as natural to keep quiet and be interested solely in his or her work, when not engaged in class work, as to play when play-time comes. Motion drill is as good a training to secure the habit of prompt obedience in school as military drill is for the army.

—Perhaps the best training any ambitious girl could have for teaching would be found, not in a normal school, but for one year in an asylum for idiots, one year at Hampton and one in a school for the blind. She would learn in such work as this how to reach the intelligence which lies waiting.—*Anna C. Brackett in Harper's.*

MODEL SCHOOL AND ACADEMY DIPLOMAS.

ENGLISH GRAMMAR AND COMPOSITION.—TWO HOURS.

1. Analyse minutely this passage in tabular form :—

"The *very* spot

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

2. Parse the words in Italics in full.

3. Give the feminines of earl, marquis, nephew, lad, hero; the plurals of lily, chimney, talisman, crisis, a child's-shoe; the superlatives of bad, many, dry, funny, triangular; and the present participle of, die, dye, lie, lie, omit.

4. Write sentences showing "but" as a conjunction, (*b*) preposition, (*c*) adverb, (*d*) noun: "enough" as an adjective, (*b*) adverb,

(c) noun, (d) interjection: "as" as a conjunction, (b) relative pronoun.

5. Correct the following sentences if necessary, and give a reason for each correction:

(a) Morgan is selling mens boots, ladys gloves, and misses parasols.

(b) Go to Drysdale's the booksellers and get a copy of Websters and Worcester's dictionary.

(c) Between you and I them reasons are very unsatisfactory.

(d) As soon as he was awoke, he rose his head from the pillow.

(e) Which is the farthist north Montreal or Ottawa.

MODEL SCHOOL DIPLOMA.

SCOTT'S LADY OF THE LAKE.—ONE HOUR.

1. Draw a map of the scene of the poem and place in proper position—Lochs Lomond, Katrine, Achray and Vennacher; Ben Lomund, Ben Venue, Ben Voialich, Ben An; Ellen's Isle, Inch Cailliach; Duncraggen, Lanrick Mead, St. Bride's, Coilantogle Ford, Doune, Craig Forth, Stirling.

2. When are the events of the poem supposed to take place? Show reasons for your answer. What period of time is covered by the action of the poem? Give the headings of the Cantos.

3. Quote one or more lines descriptive of each of the ten most important characters of the poem.

4. Write short notes on (a) Circuit of the Fiery Cross, (b) Clan Alpine, (c) Robin Hood's band, (d) The Taghairm, (e) strath, glen, brae, pass.

MODEL SCHOOL AND ACADEMY DIPLOMAS.

ENGLISH HISTORY.—ONE HOUR.

1. What is meant by "British Empire"? Give its relative position to other nations, (a) in regard to area, (b) in regard to population.

What is the most important British possession in each of the six divisions of the world?

2. What causes have contributed, in your opinion, to the wonderful growth of Britain's power and influence during the last three centuries? State all you can but give no details.

3. Tell what races or tribes settled in Britain before 1100 A.D., and the time of settlement, as nearly as possible.

4. What important event occurred at each of these dates,—597, 827, 1215, 1172, 1265, 1282, 1588, 1603, 1688, 1783.

5. Of the great civil war in the time of Charles I., give the causes, parties engaged, battles with dates, leading results.

6. Name ten great discoveries or inventions during the rule of Queen Victoria.

(Answer five only.)

ELEMENTARY, MODEL SCHOOLS AND ACADEMY
DIPLOMAS.

SCRIPTURE HISTORY.—ONE HOUR.

Old Testament History.

1. Draw a map of Palestine, and place in proper position the following;—The Jordan with expansions, Dead Sea, Lebanon, Mt. Hermon, Mt. Carmel, Mt. Tabor, Mt. Gerizim, Hebron, Jerusalem, Jericho.

2. Give (a) the Poetical Books: (b) the Major Prophets of the Old Testament.

3. What events are connected with each of the Days of Creation?

4. Name ten important events that happened during the march from Egypt to the Promised Land.

5. Give the divisions of the Jewish Tabernacle, the size and contents of each division.

Or New Testament History.

1. Draw an outline map of Palestine and put in proper position:—Samaria, Galilee, Judea, Perea; Mt. Hermon, Mt. of Olives, Mt. Carmel; Bethlehem, Nazareth, Capernaum.

2. Name the Historical Books of the New Testament, and give the number of Books written by Paul, John, Luke, James and Peter, respectively.

3. Name five of the Herods and tell some important fact about each of them.

4. Give in tabular form ten of the appearances of Christ after the Resurrection, stating to whom, where and when they occurred.

5. Quote words heard from heaven (a) at birth of Christ, (b) at his baptism, (c) at his transfiguration, (d) at the Temple during Passion Week and at the conversion of Saul.

Correspondence, etc.

Dear Mr. Editor:

We teachers of the Province of Quebec sometimes deem our hardships in the country districts severe enough, but the following letter, which I have just seen in the *School Journal* from a graduate of a High School teaching out on the prairie, will give my fellow teachers some idea of the greater hardships that are sometimes to be borne out west. The following is the young lady's own account of her late experience, which I have cut out for your convenience: "We have been having just awful weather," she says, "the past week. There is no prospect of having any better. Monday and Tuesday it was so cloudy that we did not get a glimpse of the sun. Tuesday night and

all day Wednesday it snowed and blowed as it only can in Kansas. I'll tell you about my first adventure in a snowstorm. It wouldn't do to tell it here because I like to distribute my weather comments. I had been visiting the night before a mile and a quarter from the school-house. On Wednesday morning I started for school in the snow-storm, little thinking of the probable drifts. But I was soon reminded of them by having to wade knee deep for three-quarters of a mile; then I came to a house tenanted by mice, rats, and two Swede bachelors.

"I was too cold and tired to go on in such a storm, and to my horror the Swedes were not at home. It was either go on and freeze, or get into the house and get warm. The door was locked, but, being a good kicker, I succeeded in opening it. Going in I built a fire, dried my clothes, and got warm. There was no fuel to be found, so I burned corn that was stored in one of the rooms.

"The storm continued all day, and I was afraid to venture out, so there I stayed all day and all night, with those mice and rats. The next morning I started out for my school-house, the snow was nearly waist deep. The road is up and down hill, so I took turns rolling down, crawling up hill, and walking. When I got within a quarter of a mile of my school, I gave out and could go no further.

"A little bachelor living near the school-house happened to see me, came to my rescue, shovelled me out of the snow, and took me to the school-house. Then he went to my boarding place for some dry clothes and something to eat. I was nearly frozen, for I had been in the snow between two and three hours."

"Perhaps some of my fellow teachers of the province may be able to equal this with their experiences. If so, perhaps, they will give you an account of them Mr. Editor. Yours truly,

A READER OF THE "RECORD."

To the Editor of the EDUCATIONAL RECORD :

DEAR SIR,—I see that Mr. Patterson, of Montreal, has lately been advocating the introduction of a new study in our schools, and the *Gazette* says: "It may be needful for the purpose contemplated in Mr. Patterson's essay to have a hand-book especially prepared, which, while fairly full, would be adapted to the capacities of learners, lucid and attractive in diction, and pervaded by a patriotic sentiment which would inspire in young minds a reasonable love for their country and loyalty to their sovereign." Can any one tell us where we are drifting to in this matter of additional text-books and increasing number of subjects? Perhaps you, Mr. Editor, can throw some light on the impossible goal towards which we teachers are expected to hasten. Yours respectfully, MONTREAL TEACHER.

[In this connection our correspondent has hardly hit upon the primary question raised by Mr. Patterson's advocacy. That question

is whether the introduction of a new school study, such as that advocated by Mr. Patterson, is a necessity or not. If it be a necessity, then our correspondent's enquiry is altogether irrelevant. Perhaps it is but fair, in view of any further discussion that may take place on this subject, that we should repeat what the *Gazette* says on the whole subject.—Ed. E. R.]

THE DUTIES OF CITIZENSHIP.

The subject with which Mr. Patterson dealt in his paper read before the Teachers' association, of which he is president, on Friday evening last, is worthy of more attention than it generally receives from not only the rank and file, but from even the leaders in educational work. Mr. Patterson is clearly an exception to this rule, and our readers have not been informed that with him the duty of inculcating a lofty standard of citizenship is much more than the theme of an essay. As such, however, he made it the basis of suggestions which, it is to be hoped, will not return to him void. He was unhappily speaking only the simple truth when he said that teaching which bore directly on the duties of citizenship was a sphere of labor practically untouched in this country. "*Jus est et ab hoste doceri,*" says an old proverb—one may gain instruction even by the bounce of one's neighbors. We may sometimes smile at it as overdone; sometimes resent it as unkinsmanlike and much less than kind. But, in spite of exaggeration and bluster and lion's-tail-twisting, the genuine sentiment is largely there and to those who love much much is forgiven. Even chauvinism is preferable to that soul-deadness which the poet denounces as marring all the gifts of birth or fortune. A man who is proud of his country, imperfect though his knowledge be, is not worthless; still worthier is he if his devotion be based on timely lessons touching its history, its constitution, its relations to other states and the task that patriotism implies. Nor for such instruction is the educational system of the United States without provision. In the ethics of its schools a place is apportioned to citizenship and in connection with it to the study, at least elementary, of society, government, constitutional history and economics. The teacher, moreover, has the advantage of excellent text-books on both history and patriotism, and the pupil does not leave his class-room to take part in life's toils and struggles without some wholesome direction from the golden precepts of his country's poets, orators, and essayists. Whatever is most inspiring in the deeds and utterances of the great men who have made his country, in the best sense, what it is, he is taught to cherish as an heir-loom, the ever present consciousness of which gives dignity to the citizen's functions. It is undoubtedly to this phase of its public instruction that the Republic is, to a great extent, indebted for that national spirit, the contagion of which no child of foreigner reared in its schools has any chance of escaping.

Books Received and Reviewed.

Of our most valued exchanges we have to take note of the *Canada Educational Monthly*, which Mr. MacMurchy of the Toronto Collegiate Institute continues to conduct with excellent taste and ability: *Education* which Messrs. Kasson and Palmer are improving every day as the standard educational periodical of the Anglo-Saxon World: *The Quarterly Register of Current History*, which cannot be too highly recommended to our teachers who desire to lead their pupils into the habit of observing what is happening in the world at their time of life: and the *Boston School Journal*, which, with the *Teachers' Institute*, ought to be in the hands of every progressive teacher. An excellent issue of *Past and Present*, the Magazine of Berthier Grammar School, has been published for Christmas. It is full of good things which the present boys and the "old boys" of the institution cannot but appreciate.

THE ROYAL CANADIAN ATLAS, by J. G. Bartholomew, F.R.G.S., and published by Messrs. William Drysdale & Co., Montreal. This, with its forty maps, beautifully executed, and its carefully constructed index, is sure of a welcome by the teachers of the Dominion. It will even be serviceable as a book of reference in the mercantile office.

ESSAYS FROM REVIEWS, by Dr. George Stewart, Quebec, and published by the Messrs. Dawson. These essays have been selected for publication at the suggestion of some of Dr. Stewart's friends, including as they do, sketches of the lives and careers of Longfellow, Lowell, Holmes and Whittier. The English writer who publishes a work in the city of Quebec is apt to become discouraged if he measures his success by the number of copies sold. Yet Dr. Stewart's little volume, we have been told, has been well received and deservedly so; for the sketches and gentle criticisms it contains are sure to be helpful to the student who has undertaken the study of the above quartette of singers.

COLLEGE HISTORY OF INDIA, by J. Talboys Wheeler, late Secretary Assistant to the Government of India, and published by the Messrs. MacMillan of London and New York. Mr. Wheeler is an author of some note, having issued no less than eleven volumes on the history and topography of the greatest of her Majesty's domains in Asia. The above work is an excellent specimen of Mr. Wheeler's skill in making a subject clear and interesting to students. The style is easy and lucid, while the arrangement of the book is all that a teacher would wish for, with its maps, tabular statements and carefully constructed index. The MacMillans have issued, as another of their History Primers, a synopsis of the above work by Mr. Wheeler under the title of Indian History.

GAGE'S NEW ENGLISH AND CANADIAN HISTORY NOTE BOOK, published by the Messrs. W. J. Gage & Co., Toronto. The difficulty

in getting a text-book authorised may be some reason for having such a text-book as this issued in Canada. Yet what may be lost in the usual method of studying history may be gained in time by the use of such a book. The only recommendation it should receive perhaps is that it is one of the best cram-books we have seen, and as such may eventually command the circulation which it was intended to capture. Teachers, you know, must not forget the examination.

NATURE STORIES FOR YOUNG READERS, by Miss M. Florence Bass, illustrated by Mrs. M. D. Burnett, and published by the Messrs. D. C. Heath & Co., Boston. This book may either be recommended as supplementary reading to very young classes, or may find a place in the school library. The little folks are sure to take great delight in it. The illustrations are educative.

PROBLEMS IN ARITHMETIC FOR FOURTH BOOK CLASSES, collected by Mr. W. E. Groves, of Church Street, Toronto, and published by the Messrs. Gage & Co., Toronto. A compilation of this kind is what many a teacher has longed for. Arithmetic should be taught and then studied, taught orally by the teacher and then studied through examples by the pupil. Mr. Groves deserves well of his fellow teachers in going to the pains of making such a collection of examples, as he has succeeded in bringing together. The book should be in the hands of every Elementary and Model School Teacher.

PROMETHEUS UNBOUND, by Shelley, edited by Vida D. Scudder, M.A., and published by Messrs. D. C. Heath & Co., Boston. It is a wonder that the greatest of Shelley's poems has not been brought out in this form earlier. No poem gives a better expression of the thought and passion of the great period of English poetry from which it emanated; and we have no doubt that the present edition in its attractive form will make the poem itself and its period of literature more widely known to the student of English. The volume as a text-book is very complete with its interesting introduction, which refers to the drama and the time, the study of the myth of Prometheus itself and the poem as a work of art, Shelley's own preface, comparison of Prometheus Unbound and the Prometheus Bound of Æschylus, as well as its notes, criticisms and bibliography. There is a prejudice against Shelley which such a work at this is sure to undermine in face of modern literary and critical tendencies. The book is sure to be acceptable.

ALGEBRA FOR BEGINNERS, by H. S. Hall, M.A., of Christ's College, Cambridge, and S. R. Knight, B.A., W.B., of Trinity College, Cambridge, and published by Messrs. Macmillan & Co., London. The example, and from the example the theory, is the principle of this algebra, the only sound principle on which a school algebra or arithmetic should be constructed. Our academy teachers should send for a copy of this book and judge of it for themselves. In our opinion it is an improvement even on Todhunter's excellent work.

Official Department.

NOTICES FROM THE "OFFICIAL GAZETTE."

His Honor the Lieutenant-Governor has been pleased by order-in-Council of the 7th of October, 1892, to appoint five school commissioners for the new school municipality of St. Henri de Peribontha, Co. Lake St. John.

—To erect a distinct school municipality under the name of the Parish of St. Adelphe, Co. Champlain; also to erect a new school municipality under the name of St. Michel d'Yamaska.

The two foregoing erections will take effect on the 1st of July, 1893.

22nd October.—To appoint a school commissioner for the municipality of L'Ile Bizard, Co. Jacques-Cartier; also two school commissioners for the municipality of the village of la Côte des Neiges, Co. Hochelaga.

19th October.—To erect the village of St. Jean Deschaillons, county of Lotbinière, into a distinct municipality for school purposes.

26th October.—To annex the school municipality of St. Edmond du Lac au Saumon to the school municipality of St. Benoit Labu, Co. of Matane.

—To detach certain lots from the school municipality of St. Thomas de Pierreville, Co. Yamaska, and annex them to the school municipality of St. Elphege, in the same county.

The three foregoing changes to take effect on the 1st of July 1893.

—To appoint a school commissioner for the municipality of St. Donat, Co. of Rimouski.

31st October.—To appoint Mr. Robert King school commissioner for the municipality of North Ireland, Co. of Megantic, vice Mr. William Johnson.

28th October.—To appoint three trustees for the school municipality of la Côte St. Paul, Co. of Hochelaga.

15th December.—To appoint a school commissioner for the municipality of Ste. Marie Madeleine, Co. of St. Hyacinthe, and one for the municipality of St. Guillaume, Co. of Yamaska.

3rd January, 1893.—To appoint a school commissioner for the municipality of North Chester, Co. of Arthabaska; one for the municipality of Beaumont, Co. of Bellechasse; and one for the municipality of St. Jean Chrysostôme No. 1, Co. of Châteauguay.