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THE
EDUCATIONAL RECORD

OF THE
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Articles : Original and Selected.

PROFESSIONAL TRAINING OF TEACHERS.

(T. B. SINCLAIR, M.A., NORMAL SCHOOL, OTTAWA.)

The creation and preservation of any school for the training of teachers must always rest upon a practical belief in the importance of and pedagogical necessity for training. The advocates of such schools stoutly affirm that there is a science of education, that its principles can and should be discovered and applied by every teacher, and further, that the educational interests of a country are so important that it is a duty of the State to see to it that those who undertake the education of her children should have laid a preparation broad and deep in professional training.

All do not agree with this view, and notwithstanding all that has been said and written on the subject, the problem of *professional training* is still, in my opinion, "facile princeps," the most important educational question of the hour. Upon its proper solution the educational destiny of a country must depend. The question will not be downed, and although the number of those who affirm the principle is constantly increasing, its advocates must be prepared on all occasions to give reasons for the faith that is within them. The principle, broadly stated, is this:—Every teacher, from the Kindergarten Assistant to the College President, no matter how ignorant or

how scholarly, successful or unsuccessful, can become a better teacher than he or she now is by a more extended study, investigation and application of the fundamental principles of education.

The issue is definite, and the line of cleavage clearly established between those who agree with this statement and those who differ from it.

If the statement be entirely false, every teachers' training school should be abolished and all books on education burned. The idea of teaching ever becoming a profession should be at once abandoned. All educational journals, teachers' associations and other institutions, which have for their main object the raising of the teaching standard of the country, should cease to be. All safe-guards to the teaching profession should be at once and for ever removed, and everyone who possesses the minimum quantum of knowledge for instruction and who wants to make a little money at teaching school should at once be let loose upon a class, provided no one else can be found to do the work at a lower price. I think you will agree with me that it would be difficult to devise a scheme which would more quickly and efficiently stop the clock of progress. And yet there are many, and among them not a few teachers, who have never deemed the question worthy of a single hour's serious consideration. This is in a measure, perhaps, due to the peculiar light in which the statement has at times been presented. The cause of professional training has suffered not a little from the bluster and braggadocio of would-be friends with scant knowledge and no experience, who, having crammed up a few professional books, have succeeded in passing an examination where all the candidates, owing to a charity (falsely so-called), were allowed to receive certificates to teach. A student may easily take such a course without assimilating anything of real value, and without receiving that culture which always brings with it the grace of humility. Such an one is sometimes heard complaining that scholarship and experience count for nothing, and loudly demanding that any who do not possess a sheepskin similar to his should at once be compelled to step down and out, in order to give him place. It is scarcely to be wondered at that men of profound scholarship, liberal culture, and successful experience should turn away from such exhibitions with disgust, feeling that even the word "pedagogy" has been disgraced.

There is, however, another and perhaps more general reason why with some the subject receives but little attention.

To admit the necessity for study is to admit our own ignorance, and that in itself requires self-denial. Then, too, improvement always costs effort. Most people find it easier to rest or sleep than to go to a teachers' convention, and when they do go they find that it requires less effort to sit still and criticise than to take part. It is easier to read a novel than a book on education, and besides, books on education and educational journals cost more money. It is easier and vastly more pleasant to most people to forget all about school except when inside the school-room door than it is to prepare lessons carefully and spend time and money and effort in improving themselves. It is easier and cheaper, too, to teach on an extended third-class certificate than to get a second, and then attend a Normal School, and easier still to rest with only a permit than to do either.

In short, if the plan will only work, the better way from a purely selfish standpoint is simply to ignore the question and treat it with silent contempt.

The success or failure of such a course will depend entirely upon the answer which *public sentiment* gives to the question at issue.

When in Europe I remember seeing the harvesting of two fields of grain side by side. In the one a man with a self-binder was cutting at the rate of twelve acres per day. In the other a motley group of men and women were laboriously working away with the old-fashioned hand sickles, and unitedly making less progress than the one man with the binder. The difference between the best-known modern methods of teaching and those applied in schools which still linger in the dark shades of pure empiricisms is quite as great as that between the sickle and the binder.

If the statement which I ask you to consider is entirely true it follows that the teacher who does not endeavor to advance along the lines indicated must fail to secure the best possible results, and in the opinion of many of those who believe the statement it will be held that in the maladministration of so high a trust he has been guilty of negligence almost criminal.

Not long since I heard a parent remark that he considered it so important that his child should be trained by the very best methods, that if he had the power he would never place him under the charge of a teacher who was not willing to answer the following questions in the affirmative under oath: 1st. Have you made a thorough study of the science and art of education? 2nd. Do you intend constantly to endeavor to

improve your methods of teaching? 3rd. Will you promise during each year to read at least one professional work on education and one educational journal?

He held that if such a test were employed in the appointment to all positions in schools and colleges there would result an educational house-cleaning which would do away with a large amount of dust and cobwebs.

There is abundant evidence to prove that the breezes of public opinion are setting uniformly and steadily and with increasing force in the direction of thorough professional training. Germany, which may be said to have led the world in this department, and which has had higher pedagogical seminaries for more than a century, has recently materially increased such training all along the line. Professor Rein, the head of the Department of Education in Jena University, Germany, boldly declares, "Instruction is of worth only as it educates, and the teacher is the school, hence the great need for all-sided professional training." In 1881 France concluded to take a leaf out of the German book, and by improved education to atone for disaster on the battle-field. One of the four important laws passed at that time was that "No teacher, male or female, shall be allowed to teach in a public or private school who has not passed the State Examination." It is a matter of history that the educational advancement of France since then has been phenomenal, until to-day she stands in the very forefront, among the literary nations of the world.

Scientific Pedagogy has recently been introduced into the Normal Schools of Italy. England has appointed a Royal Commission of Educational Enquiry "to devise ways and means of educational reform."

Looking nearer home we find that in the United States in 1891 there were 131 schools for the training of teachers, all wholly or partially supported by public funds, and their number is constantly increasing. Perhaps the most noteworthy feature of the question is that a new pedagogical regime is being instituted in the universities. It has been urged that the universities should originate the material for culture and the lower schools should be canals for its distribution. In consonance with such a theory and with the realization of the great importance of the question to which I have called your attention, the best universities in the land are endowing chairs of pedagogy and establishing laboratories for educational research. Harvard, Cambridge, Leland, Stanford, Columbia, Indiana, New York, and other Universities have done this

during the past few years, and now in addition to the schools of pedagogy, our own Provincial University at Toronto is establishing an undergraduate and postgraduate course in education, leading up to a doctor's degree.

Everywhere we find college men participating very heartily in educational association work and in summer schools. The University and High School Department of the Ontario Educational Association meeting in Toronto last Easter was in attendance and interest far in advance of any previous meeting held in this province. Many of the best educational addresses at the recent N.E.A. convention at Asbury Park were delivered by college men, and it is not an uncommon thing to hear a University President discussing Primary School methods.

Clark University, which does only postgraduate work, has education as a sub-department of its course. Under the leadership of the gifted president, Dr. Stanley Hall, child-study is becoming a household word in American educational circles, and a department has been formed in connection with the N. E. A. Association, and in open convention a unanimous resolution passed, which says, "We entertain the hope that the psychology founded on child-study, which has been brought so prominently before the meetings of this Association, will in time prove an inspiration and a guide in the work of educational reform."

As an example of this kind of study let me call your attention to a little pamphlet just published, entitled "Education by plays and games." The author has made a careful study extending over a number of years and involving much scientific observation and research. He describes and in a measure classifies more than four hundred different games, pointing out the merits and demerits of each. He gives a suggestive analysis of the subject, and points out many interesting and valuable facts. He says:—"Children are imitative rather than inventive in their games. Nearly every noble game of to-day has been played in some form for centuries. In Grasberger's collection of old games one sees the antiquity of many of the familiar plays of our childhood."

Apart from the efforts of Kindergartners little has been done in this country towards the improvement of old or the invention of new games for children, except the many efforts in the highly colored dice boards and "pig in the sty" puzzles for commercial interests. Children to-day are playing the games that children played centuries ago, and games that have deteriorated rather than improved."

I leave it to you to determine the value of such work (when properly conducted) first to the teacher and second to the science of education.

My object in all that I have said is simply to endeavor to impress upon you the necessity, at the very outset, for each, after thorough investigation, to decide for himself whether there can be a science of education; whether a knowledge of it will make him a better teacher, and whether such an advance is worthy of the highest endeavor?

I do not believe that any student can get the best for himself out of the work here or elsewhere, unless he is thoroughly persuaded in his heart of hearts that it is possible for him by training to become a better teacher than he now is, and that in thus increasing his power he is engaged in the highest and holiest of duties to himself and to his country. Faith in this great fundamental principle is an absolute condition and pre-requisite of any regenerating influence for the teacher. Unless I have such faith or am willing to receive it, no Normal School can bring me any message. Without it I have nothing in myself to respond to any appeal to better things, and, what is infinitely worse, I have nothing within myself to inspire to that self-activity without which there can be no real progress.

Editorial Notes and Comments.

We prize it as a privilege to send once more the greetings of the New Year to our readers. An enterprising publisher of Christmas cards has issued one with a chestnut for its centre piece, an original way, in his estimation no doubt, of getting some people to think that the usual congratulations of the beginning of the year are more or less a mere matter of form. Be this as it may with some, we are always glad of having an opportunity of expressing our sympathy with those who are actively engaged, in school or out of school, in advancing the educational interests of our province. The teacher is not, as a general thing, worried with the congratulations of a true sympathy. The early months of his work in a new field of labour may bring him the sympathy of counsel from those who are anxious for reform in some particular or other; but this dies away gradually when it becomes known that the teacher knows enough to go his own way with success, without pandering to the prejudices of those who would have school-work remodelled once a week to suit their own cases.

We therefore all the more readily send our congratulations to one and all of our teachers as they labour from day to day in the interests of the improved humanity that is looked for in the coming generation. To our readers we say—may you one and all experience a happiness at the beginning of the New Year of 1895, as well as at its end.

—Among the difficulties that lie in the way of the teacher, there is nothing that he comes to dread more than the Machiavelism of his detractors. The straightforward, blurring-out fault-finder he can meet to compare notes with, and possibly appease, but the person who fabricates a case to prove the incapacity of others is the person whom the teacher has a mortal terror of. Max O'Rell, in his witty comparison of "French and English Immorality," holds that the superior merit of British moralists *versus* French sinners is founded chiefly on the fact that they have learned to consume their toddies more inaudibly, and concludes that at bottom no nation is very much better than its neighbours, but "differs merely in its way of showing its virtues and hiding its vices." He might have added that the difference between ancient and modern civilization could be summed up almost in the same words. And yet how often we wish that the devil-may-care enmities of the old civilization had left us some of their straightforwardness. In the present age, the highest compliment to be conferred upon a man is to be met with in the expressions "you always know where to find him," "there is no beating about the bush with him," "when he says a thing he means it," "when he is your friend he is your friend;" and with what appreciation of life's truer and nobler purposes does the enthusiastic teacher turn to the friendship of such an one when he happens to come into contact with him during his dealings with his commissioners and his visitations among parents and others. But with what circumspection does he face the citizen, shall we say the commissioner, who has the reputation of never having been brought to do anything in the positive unless he feels assured that he is deceiving somebody or other! With what shudderings does he meet with the nodding of the head of Machiavel when no assent is given, or with the smile that is transmuted into a diatribe as soon as the poor teacher's back is turned! With what misgivings in his own ability does he find out such a wretch's underminings and plottings! "Did Dickens create his Uriah Heep for the purpose of stamping out all the Uriah Heeps in the world, or did he intend that one or two should be left in each village to

worry the teacher of the village school?" is often what he is found saying to himself: "Never mind him, my good fellow," is what his true friend often replies to him, in such moments, "God never permits the lie to live for long, and as long as you do your duty God is with you." And so say we at this Christmastide to all those of our teachers who are in any way worried with the village Machiavel.

—Perhaps at this time of the year, it would be pertinent for the literary editor to say something about the EDUCATIONAL RECORD and its prospects. The plan and policy of the RECORD has not changed in any respect for many years, simply from the fact that no provision has been made in its finances for further development, and if there is any ground for complaint now there was ground for complaint when the RECORD was started under the present regime. The work done by the editors may be said to be "a labour of love," and when any one demands four hundred pages of original matter for the mere love of the thing, he had better come down from his "high bad eminence" of anti-criticism and give them a helping hand. During the past year, we have had assistance from many of our teachers, and we return them our heartfelt thanks for their co-operation. From one teacher we received the complaint that we did not criticise "the powers that be" severely enough, and we had to write to him by way of reply "that the powers that be" did not want to be criticised severely, and could not well be so criticised in the EDUCATIONAL RECORD, seeing that that periodical was under their charge. Another has written saying that he would like to see the minutes of the Protestant Committee discussed more freely in the RECORD's editorials, and the correspondence; and we had to ask him how often he had sent us any communication on the doings of the Protestant Committee that had not been inserted. Another maintained that we had allowed the text-book committee to run things with a pretty high hand, but we had to tell him, in a private letter of course, that if he was prepared to make specific charges against the said committee, he had only to send his communication to the proper quarters. Still another has asked why we "do not pitch into the new scheme for religious instruction," and we had to ask him the same question by way of reply why *he* did not pitch into it, if he had anything to say against it. The fact is, were we to retaliate openly on the complainants on both sides, those who supervise the RECORD and those who read it, we would soon find ourselves in a serious sea of troubles. The editors are prepared at any moment to associate

and co-operate with the teachers in making all that can be made of the RECORD, and they are just as willing to resign their trust into the hands of those who seem to know so well how to run a periodical without a revenue commensurate with the progress expected.

—An interesting question has come up in connection with the athletics of some of our colleges. In some, resolutions have been adopted by the Faculty that students whose average work is below a certain standard shall not be allowed to join in athletic contests with other associations. The resolution does not shut the student off from exercise or practice on his own grounds, but prevents his entering a contest unless he keeps up his mental as well as physical standard. This strikes one as a good rule. If the physical exercise is not to redound to the credit of the whole man, mental as well as physical, he might give expression to his physical prowess probably quite as well out of school as in it. The same might be said of the moral culture. One of the specially good qualities of the game of cricket is that it makes gentlemen of the players. Can the same be said of some of the other school games?—*Educational News.*

—The policy of the RECORD is, as it has been, to fortify the teacher for his work by sympathizing with him in his difficulties, and for this purpose the department of "Practical Hints" has been devoted to specimen lessons, and illustrative advice such as may be of service in the management of a school. The diagram and picture engravings, which serve to illuminate the pages of many of the school papers in the United States, have had to be left out on account of the expense, for it must never be lost sight of that the revenues of the periodical are anything but large. The original and selected articles have been, it is said, too heavy for the taste of some, but the complainant, strange to say, generally declares that for his own edification they could not have been better. Whatever this may mean, they have certainly been prepared by some of our most intellectual and highly educated teachers. The literary editor has not thought it wise to give his own opinions merely on any given subject, but has always taken pains to cull from every source at his command, the opinions of those who are taking an active part in the educational movements of the times. He has perhaps been severe on cliquism and the vainglory it generally has in view in its pre-arrangements; and on this account he has possibly given offence, but happily it is not the offence that has for its alternative the millstone about the

offender's neck. The true "little ones" of our Saviour's admonition are not generally to be found associating with the members of a clique, who are dangerous simply because they are capable of planning evil against one, not because the injury they can inflict is eternal in its effects. The department of current events has been stocked with educational news from every part of the world, not for the sake of merely giving the news, but in order that the movements of educationists of other parts might become a hint to the teachers of the Province of Quebec in their efforts to progress. It has been said that the RECORD has not kept up with the times in the matter of providing the right kind of news items—educational news items of our own province; and if this refers to the lack of personals we have to declare the RECORD guilty. Yet no one who has done work for the general educational good has been ignored or overlooked, nor has his work been slighted; and whenever any of our teachers or prominent educationists have had a word to say on any educational matter, their communications have been gratefully received and gladly inserted either in the body of the periodical or in the department of Correspondence. When we note the improvement in this department we feel satisfied that there are many teachers among our readers who are willing to help on any movement by their advice and advocacy, and we trust their number will increase as the years go by. The better positions in our province are very much improved within the last ten years, and the improvement has taken place not because any one wished to have the credit of bringing about the improvement but because the improvement was a necessity. The true spirit of co-operation is not to be identified with the spirit of cliquism. The one is broad and catholic in its efforts, the latter narrow and selfish; and as long as our teachers are secure of the confidence of those endowed with the former, there need be no fear entertained of the machinations of those who combine to do a harm, because the doing of a harm may gratify themselves and others while in a combination of self-seeking. With his prospects improved, the teacher is in a better position to defend his interests, by rallying round that spirit of co-operation which has no purpose to serve save the improvement of our system. The improvement of the system has been the only object the EDUCATIONAL RECORD, under its present editorial management, has had in view, and we look to our teachers to rally round it as an exponent of that spirit of co-operation which it has always endeavoured to promote.

Current Events.

—Sir William Dawson, K.C.M.G., LL.D., delivered the annual lectures of the Delta Sigma Society of McGill University, taking as the subject, "An ideal college for women." The large lecture room in the Peter Redpath building was filled with fair Donaldas and their lady friends, and the greatest interest was taken in the learned and appropriate subject. The lecturer introduced his subject by a reference to the earliest known authoress, the prophetess Deborah, and to her remarkable poem, as an evidence of the status and education of women in that remote time in which she lived. He then glanced at the education and literary position of women in the intervening centuries, and at the remarkable extension of the education of women, and to their influence in literary, scientific, social, political, professional and religious affairs within the last quarter of a century. He then referred to the practical division of colleges for women into two classes—those that, like Girton and Newnham in England and the Harvard Annex in the United States, are connected with old universities, and may be designated as affiliated colleges, and those which, like Holloway and Cheltenham, and Smith in the United States, are more or less self-contained, and may be regarded as independent of university control. Without any invidious comparisons with others of their respective classes, he took Wellesley and Newnham as examples of these two types and enquired in some detail in what respects they approached to ideal colleges, in reference to home and social influences, courses of study, the value of their degrees or certificates, their economy and facility of management and of extension, and the causes which have led to the preference of one or the other system. This comparison, with occasional reference to other colleges differing in details, occupied the greater part of the lecture. In conclusion, the relative position of the Donaldas special course in McGill was referred to, and the prospect of its development into an institution nearer to the ideal college than those even of Britain and the United States—independent in all except the degree-giving power, provided with an adequate staff of its own, yet having the benefit of all the educational appliances and, as far as necessary, of the staff of the university, taking an equal place with McGill College, and perhaps becoming ultimately as extensive in the sphere of its operations, and thus fully meriting the high title of "Royal Victoria College for Women."

—The Dominion History Competition under the supervision of a Committee of which Principal Patterson of the Royal Arthur School is the Secretary will take place on July 1st 1895, the time having been extended for six months beyond the time formerly agreed upon. The Committee grants this extension through a desire that the time for the task in hand be ample, and does so without knowing the names of those who have asked for additional time. The hope is accordingly entertained that the change will be found to be in the interest of all competitors and be helpful in producing a better text book than would be secured in a competition unduly hurried.

—Max O'Rell in a late communication says: "You may happen to know that some years ago I was one of the masters of St. Paul's School. I resigned that position in 1884. Ever since then, whenever an Englishman has wished, through the press or otherwise, to make himself particularly disagreeable, he has hurled at me the epithet of 'schoolmaster.' Now, sir, in France, many of our ministers and ambassadors are ex-schoolmasters. The President of the Senate is one. So are many Academicians. Alphonse Daudet and Francisque Sarcey are two others who constantly boast of it. In Italy, teaching is the profession of predilection among the nobility. I am very curious to know whether in England there is any disgrace attached to the calling, and if so, why?"

—In referring to the humorist's criticism, the *School Journal* of Toronto makes the remark. "It may be that some teachers in Canada are nettled occasionally by some lack of social consideration from people of a certain class. The question of social recognition and consideration by any class whose opinions are worth notice is in the hands of the teachers themselves. Let them show themselves on all occasions possessed of high intelligence and true refinement, and the doors of all social circles that are really worth entering will soon be thrown freely open to them."

—The College of Preceptors, London, England, has just established a training College for masters in Secondary schools, an undertaking in which they will have the interest and sympathy of all educators. The Principal of the new Training College is Dr. J. J. Findlay, M.A., who has had a distinguished academic career at Oxford and in Germany, has been a master at Rugby, and Principal at Queen's College, Taunton. He has lately been in Canada, engaged in drawing up a report on the schools of the United States and Canada, in the capacity of assistant commissioner of the Secondary Education Commission.

—The general lines on which the above Training College will be conducted are as follows: The work will be done in the College buildings and in the practising schools which metropolitan headmasters and principals place at its disposal. No student will be admitted to the College without producing evidence of such good general education as to entitle him to enter upon his professional studies. In order to encourage men who have taken high degrees or given other evidence of considerable attainments, there will be a certain number of scholarships. The course is inexpensive—a fee of twenty-five guineas covers the whole charge for tuition—and it is designed so as to occupy a year. The academical year will begin, as at the Universites, in October, and terminate in the June following.

—An official circular has been addressed to Belgian inspectors, drawing attention to the employment of masters in primary schools as agents for fire insurance companies. The inspectors are directed to bind the teachers not to accept such engagements. We are sure that these poor men, if better paid, would remain indifferent to any fires except those in their own stoves. We hesitate to attach weight to the reason assigned for interference. That reason is a fear that the teacher may give undue preference to the children of his clients to the prejudice of others. It might equally well be feared that children would set fire to their parents' houses to enforce the wisdom of their teacher's recommendation to insure. But such double duties are to be avoided if possible.

—Several times within the last ten or fifteen years projects have been formed combining Italian teachers in some sort of a general association. To promote this end, a congress was summoned to meet at Milan on the 3rd of September, in the present year. The meeting, presided over by Professor Rho, of Turin, was attended by about five hundred schoolmasters and schoolmistresses. It was decided that complete organization could only be obtained by means of district federations, and a vote was passed in favour of the immediate formation of such a society for Lombardy. A committee of six was nominated to prepare the plan of a great national federation of all teachers. We believe that the action of our Italian *confrères* is conceived in the right spirit. There is one work of education, and all who are engaged in it may properly associate themselves together as members of the same profession. As far as learners are concerned, Signor Baccelli, the Minister of Public Instruction, has revived his former

scheme for bringing primary and secondary schools into relation with each other. Boys who have reached the fifth class of a primary school and can pass a qualifying examination receive a certificate which allows them to enter a secondary school without further difficulty.

—Four students of the Boston Technical School have taken a novel ride on a locomotive in the pursuit of their studies. They rode from Boston to New London on the engine of the Shore Line flyer. A temporary structure was erected on the front of the engine to shield the students from the cold, and behind this shield two of the students were perched and there carried on the investigations. The other two students were in the cab. Observations were taken and recorded every two minutes during the entire trip of three hours. The trip was made through wind, rain and sleet.

—A large meeting of the teachers of Halifax was held last November, to arrange for a City Teachers' Training Class. In Nova Scotia a premium is put on professional training, but it is not made compulsory. Scholarship one grade higher is accepted as a substitute for a normal school training; that is, one year at a good academy is considered equal to the theory and small modicum of practice received at a normal school. At this meeting it was argued that in cities the graduates of the school—the daughters of the citizens—are sure to be appointed to the city schools; that the training received in an ordinary normal school—much theory and little practice—is of much less value than an apprenticeship under experts in the schools, supplemented by lectures, etc.—*Educational Review*.

—One of the contributors to the recent revival of Napoleon-worship notices the curious fact that in all the endless series of his table talks the exile of Saint Helena avoided every allusion to the career of Frederic the Great. He may have dreaded the comparison of results: The conqueror of Silesia, with all his self-reliance, resembled the prudent gamester that retires with his winnings, instead of doubling and doubling his stakes in reliance on the constant favor of fortune.

—The emphasis which is being put in education, and in educational publications, on the moral and spiritual side of school work, is one of the most important and hopeful signs of public sanity which has appeared in recent years. It seems to indicate that all concerned in the bringing-up of children have been forced by the logic of facts to acknowledge that intellect in man is not necessarily allied to goodness, and requires training to recognize and to confess that there is a Being

beyond ourselves, who is supreme and constantly "makes for righteousness." This agitation must continue till the proper recognition is given to this department of school work.

—A system of electric lighting is being put in at Juneau, Alaska, a place of two thousand inhabitants. When completed, this will be the first central electric light plant in the Territory. Electricity, however, is not altogether new in Alaska. It has been used for some time in a limited way in the mines. Water-power is abundant everywhere, and the current is generated on the streams and carried to the mines by cables.

—The School Board of Glasgow has been considering the pupil-teacher question, and has made some sensible observations thereon. Three suggestions are worth reproduction: (1) That the examination of pupil-teachers at the end of the first and third years be abolished, and that the examination at the end of the second year should be more thorough than at present, and somewhat after the style of the Queen's Scholarship Examination. (2) That all candidates who pass in the first and second classes at the Queen's Scholarship Examination be admitted to the Training Colleges. (3) That pupil-teachers shall be admitted to the examinations for Leaving Certificates. The importance of these suggestions does not need to be emphasized by any comment; they go to the root of the matter.

—The very grave question of the admission of the Christian Brothers' Schools to a share in the public educational endowments still occupies public attention, and seems as hopeless of settlement as ever. Archbishop Walsh, speaking on the 18th of November at the Christian Brothers' Schools, North Richmond Street, Dublin, maintained that they were simply asking to be allowed to give education and receive endowment on the results attained, without the introduction of the religious question in any form, in the manner that obtains under the intermediate system, in which these schools have had such brilliant success. The question, however, is by no means so simple. Undoubtedly, were the claim of the Christian Brothers allowed, the whole present system of united secular and separate religious instruction would have to be discarded, it is said.

—The following is the utterance of a "business man" on the question of under education, or over-education as it has been called, and it is well worth repeating by our local papers. "Now what does the business man find," says this honest thinking citizen. "In nine-tenths of the boys whom he takes from the school for the purpose of making them useful in his

business, and enabling them to get a better living than by digging ditches, or driving teams, he finds poor penmanship, an absolute inability to write properly a very simple business letter, even at dictation; listlessness, and little interest in his occupation, but a great desire, however, for more money than he is worth; inability to figure up a column, and inaccuracy even in counting money, though the youth may have been, at school, an adept at solving arithmetical puzzles; lack of politeness and manly deportment: difficulty in expressing clearly his thoughts; no habits of close observation, or of reasoning powers; and is perfectly oblivious as to what he had ought to observe, even in matters closely relating to his duties. As for correct orthography, as a matter of course, he cannot spell. Think of it, teachers! This knowledge of spelling is of the very greatest importance, and is supposed to be taught to the student every school day from five years to graduation, yet your instruction in this particular is a failure." Now, we wonder if our readers ever heard similar strains before. Or, perhaps we ought to say that just such statements we have read from time to time ever since we learned the alphabet half a century ago. The reply is easy. In the first place, the statement is a reckless one. When the speaker says "nine-tenths of the boys," the question suggests itself, "How do you know?" Are you acquainted personally or otherwise with "nine-tenths of the boys" who graduate from our schools? Again, Dr. Hall tells us, (and experiment as well as experience seems to justify his deduction) that the accuracy of the trained accountant and the delicacy of the trained muscle should not be expected of boys just entering their teens. Then again, the duty of the teacher is not primarily to make writers of business letters or accountants, or orthographists. It is an all-round training that the child is sent to school to get, and the rest will be added in course of time. But is it not a libel upon the schools in the old Green Mountain State, the statement that nine-tenths of the boys educated in them lack in "politeness and manly deportment?"

—The sudden death of Sir John Thompson at a moment when Imperial courtesies were being extended to him brings home to the mind the inscrutableness of the ways of Providence. Those of us who did not follow his political leadership may express equally with those who did, the sincere feeling that moves the heart of every true Canadian at the present moment. The deceased Premier was possessed of great intellectual ability, and seemed marked out for, at least, the highest honors

of the Bench. The call of the Almighty God is a deeply serious one to all men whenever it comes, but much more awful does it seem when it comes to one so highly placed as was Sir John Thompson, whose private virtues were acknowledged by all and who was expected by his fellow-countrymen to accomplish a great career.—*Examiner*.

—In Dr. Stewart's general report on the schools in the Northern division of Scotland, we read:—

The best ventilated schools I visit are those ventilated by mechanical means, but it is an expensive system, and is thus limited to a few of the large public schools in towns. It is used in six of the newer schools in Dundee. In each of these a small gas engine is employed to force filtered fresh air into the class-rooms, and openings are provided for the escape of the vitiated air. The fresh pure air enters the rooms some five or six feet above the level of the floor, and in winter it is heated by being passed over a series of warm pipes. The children are undoubtedly fresher and brighter at the end of an attendance than in most other schools, and are thus more favourably situated for the prosecution of their school work.

Such is strong testimony to the physical and intellectual benefits of ventilation, and, as to the cost, we learn on the best authority that this, including depreciation, amounts to about one shilling a head per year, say a farthing a week per child for fresh air and better work.

—Some one wrote, when old Mr. Astor died, in a strain that the *de mortuis*, etc., phrase does not sympathize with. He said "the will of the late Mr. Astor, in leaving the bulk of his fortune to his son, is a striking example of the influence of the pride of wealth. Following the English example of the law of primogeniture, he left about 60,000,000 dollars to his son, while to his daughters he bequeathed less than a million apiece. Of course he had a right to do as he pleased with his immense wealth, but this unjust method of distributing his fortune is an example of a tendency whose development in this country is greatly to be regretted. What a vast amount of good Mr. Astor might have done for the cause of education, and yet left ample fortunes to all his children! The name of George Peabody is revered everywhere in America, but especially in the South, which has been the chief beneficiary of his wisdom and generosity, and yet Mr. Astor, who might have done vastly more than Mr. Peabody could do, has done absolutely nothing. Mr. Astor may not have owed to the world to be one of its benefactors, but the world will think otherwise and feel that

while he has enjoyed his great wealth it would have been much more to the honor of his name if he had aspired to helping the many needy rather than be ambitious to magnify the family name by accumulating great riches."

There is a law of compensation however, and what Mr. Astor failed or forgot to do, those who come after him are disposed to do. His example as a negative may be very valuable.

—PARKMAN'S FIRST PROMPTINGS TOWARD LITERATURE.—
About the time he entered upon his sophomore year, Parkman began to feel promptings toward a literary career, and his thoughts early fixed upon a history of "The Seven Years' War," a subject which had not then been touched by any writer, and which may have been suggested by the fact that George Bancroft had already begun the "History of the United States," having published his first volumes. It was an unknown period in American history, and not only congenial to his tastes, but within the limits of his gifts. The notable thing was, that a youth of eighteen, to whom the world of letters was just opening, should have reached out to this field, and that even in college he should have directed his studies in the channels best fitted to prepare him for it. The novels of Cooper and Scott were always in his hands, and he was more familiar with them than with the classical authors it was his duty to read. At Harvard, if not a profound scholar, he was president of the Hasty Pudding Club, and had the intimate companionship of men of tastes similar to his own. President Quincy was then the strong man of his faculty, but the institution lacked instructors who gave it character. It was a good place for a young man to work out his own ideas, and Parkman began here the study of English and the reading of Burke, who was his master in English style. What he did was to learn how to write.

Literature, Historical Notes, etc.

THE OLD SCHOOLMASTER'S STORIES.

Daye after daye for little paye
He teacheth what he can,
And bears ye yoke to please ye folk
And ye committeeman.

The winter following my trials in "Tophet" I taught school in "Fiddlers' Hollow," a whimsical nickname aptly bestowed. The Hollow was in the valley of a small river where there were falls, country mills, stores, a tavern, a Congregational

Church, a post-office, and among the population no less than twenty persons who played the violin. Six of these were "professionals" who played for hire on various occasions; the others were amateurs who aspired to that proud eminence.

The district might well have been called Happy Valley; for it was one of the most gleeful communities in which I have ever sojourned. The people were like one great peaceful, mirthful family; a very unusual condition of affairs in rural school districts. No one appeared to take very serious views of life there, and I am not sure that this was a good state of things.

Possibly the social harmony was in part due to the love for music; certainly there was a great deal of it in the atmosphere. I heard singing, whistling and jigging on all sides, even in the schoolhouse. A fine old melodeon stood in front of my desk, piled with "singing-books;" and one of the large boys brought his fiddle the first day of school, with his books and dinner-pail.

I found that it was the custom to have instrumental and vocal music at least twice a day in school; and there was often fiddling and dancing at the noon intermission.

We sang the multiplication table in concert; and in geography we chanted everything, from Felton's outline maps, as for example, the rivers of the United States, beginning in the extreme northeast corner of Maine, with repeats:

Aroostook River, Allagash River, St. John River,
Aroostook River, Allagash River, St. John River.
Penobscot River, Kennebec River, Androscoggin River,
Penobscot River, Kennebec River, Androscoggin River.

Here I registered seventy-one pupils; and though the school-house was commodious enough for all, there were many drawbacks to progress in study. The teacher was expected to promote spelling-schools and other evening recreations. A singing-school was held at the schoolhouse two evenings of every week; a dancing-school at the tavern parlor occupied another evening; and somebody gave a party at least once a week.

As a result of all this festivity, my pupils devoted little time to school-books. Lessons dragged disgracefully. Very often I was confronted by a roomful of languid, sleepy, gaping pupils.

Ten or twelve of the larger boys and girls had a silly custom of sitting together, in pairs, at the same desk. The older girls also thought it quite proper to come to my desk at any time of day with a question or a difficult example in arithmetic, and sit with me for ten or fifteen minutes and talk.

This was pleasant, but I felt that it was not conducive to good discipline. Still, the young people were all so innocent of evil meaning that it was exceedingly difficult for a young pedagogue to set matters right.

However, I summarily separated the seat-mates and sent the boys to their own side of the house—a measure at which two of the bereaved girls shed tears.

Certainly it was an amiable class of pupils I had there. The parents were like the children, extremely sociable. They expected the schoolmaster to call on them at least once a week, all around; and they were frequent visitors at the school-room.

In "Fiddlers' Hollow" the teacher was tempted to adopt the easy ways of the place and wink at bad scholarship; and I confess with shame that I did not half do my duty. I should have been stricter, but, as it was, the term of eleven weeks closed pleasantly.

Every parent in the district was present at the last day's exercises. The school-committee praised me and all the pupils. Tears flowed profusely because school was done. All the girls, large and small, kissed me farewell; and everything was perfectly lovely, as they say nowadays. None the less, I knew that we had not really done any good work there that winter, and that the school money had been in great part wasted.

I should not have mentioned this school had I not wished to tell of an extraordinary pupil, a boy about fourteen, named Zophar Parlin, who lived outside the "Fiddlers' Hollow" district, though he came there to school.

I noticed from the first that he was not like the others, but did not observe him very closely for two or three weeks. Then one day in the "parsing class" he captured my attention.

It chanced that the class was construing the well-remembered poem of Thanksgiving day, and we had come to the lines:

No Caliph of Bagdad e'er saw such display,
Or dreamed of a treat like a Thanksgiving day.

I jocosely asked Zophar if he knew what a Caliph was, for I thought that he probably did not know. But he said he did, and went on calmly during the next two or three minutes, to show that he knew far more about the Caliphs than I did myself. In fact, my pupil gave me much useful instruction so unexpectedly that I was mute from astonishment.

The class and all the other pupils laughed, not at me, but stupidly, at what they called the "rignarole that Zophe got off;" so that the boy at last stopped, rather shamefacedly.

I said, "Very good, Zophar," and changed the subject; but after school I asked him to wait a little and walk home with me. From his talk as we went along I learned that he had read about the Caliphs in three books at his home, which he called "Cyclopeeds."

We had gone but a little way along the road when he turned aside to enter a path that led to a log foot-bridge over the river, and thence up the high hillside which inclosed the valley on the westward. Then I learned that he lived on the other side of the hills.

I felt so much interested in him that I proposed to call and see him that evening instead of going to the singing-school; but he said doubtfully:

"It's a good ways. I don't believe you can find the way there alone."

I accordingly arranged to go home with him the next afternoon, and found that it was well I had done so; for the distance was fully three miles. After climbing the high hills we entered forest land where there was but a foot-path, much obscured by fallen leaves.

It was in the dusk of an early November twilight that we neared his father's place, a very isolated, romantically situated farmhouse of hewn logs. Although rude of aspect, the house was tidy and well-furnished; the fire-wood was in accurately piled tiers beneath a little shed, and everything seemed to be neat, even about the barn.

Within doors the neatness was remarkable, and all was so quite that the silence was almost oppressive.

The family consisted of but three members. David Parlin, Zophar's father, was large, strong, and red-bearded and singularly reticent; and the boy's mother was by no means a talkative person.

After supper Zophar showed me the "cyclopeeds," which turned out to be three old volumes of the *Encyclopædia Americana*—almost the only books in the house. David Parlin had found them, wrapped in a burlap bag, together with a compass and a large old silver watch, in a deserted loggers' camp far back in the wilderness, as if left there by some wanderer who may have perished obscurely in the forest, alone.

If I remember aright, the volumes were only those from A to C, from G to L and from P to S; but they were enough to shape Zophar's entire life. Having access to these books only, and being a lonely boy with a turn toward reading, he had pored over them until he was master of the entire contents.

Those three books had been an education to him. True, it was an education with curious gaps in it,—from D to G, from L to P and from T on to the end of the alphabet,—but the number of subjects of which that boy had knowledge was quite astonishing!

From reading so much alone, and thinking for himself on so many subjects, Zophar had come to be very “original” sort of boy. He lived among his own ideas; and although he was prone to droll mistakes, he had yet developed a strong, tenacious and exceedingly self-reliant mind. He took nothing for granted, but demanded all the whys and wherefores. This made him a difficult pupil, but an uncommonly interesting one, too.

Zophar had never studied arithmetic until the winter before I taught in “Fiddlers’ Hollow.” In fact, he had attended school for only three winter terms altogether. When he had advanced as far as ratio and proportion I labored with him for three days before he could be brought to comprehend the principle of this rule. He could perform the examples, but he constantly declared that he did not understand ratio.

Fractions, and particularly decimal fractions, so easy to most pupils, proved to be hard for him.

“I don’t see how a unit can be divided into parts,” he said.

“Why not?” I asked.

“But if it is a unit, if it is the lowest number there is, how can it be divided?” he queried.

I explained that our numeral unit might be supposed to be composite, that is to say, made up of ten, or a hundred, or a million parts.

“Then it isn’t a unit,” rejoined Zophar.

I found that he had been reading about atoms in the cyclopedia; and that the definition of an atom given there, namely, that it is a minute, indivisible portion of matter, had taken a firm hold upon his imagination. He had regarded the purely ideal numeral unit in the light of a material atom, and hence reasoned that it could not be divided.

I think it was the next-day that he asked me how many parts I supposed that a unit could be divided into.

“It might be divided into an infinite number of parts,” I said.

“No, sir!” exclaimed Zophar. “You would have to come to the end, some time, where you couldn’t divide it any further.”

A few mornings after this, he brought me a lead bullet and asked me how many atoms I supposed there were in it. I replied, rather incautiously, that I presumed there might be a duodecillion.

"I think so," said Zophar.

I saw him looking at the bullet often during the day, and knew that he was thinking about the atoms that were in it.

When, in the arithmetic, we reached the circulating decimals, this queer boy encountered fresh trouble. I could not bring him to understand the nature of a repetend—a constantly repeated decimal, as for example, $.33333333+$.

"Why, of course you must come to the end of it, some time!" he contended, in reply to all I could say. "You must come to the end of the number of parts the unit can be divided into."

I could not lead him to perceive that the unit might be divided into an infinite number of parts.

"You would come to the end *some time!*" he kept repeating "because you would come clean down to atoms!"

Blackboards had not come into general use then; but on the wall of the schoolhouse was a board, brown in color, where examples were performed with a piece of chalk. Here I carried out a repetend, which I think was $.72727272+$, to the very end of the board, to prove to Zophar that it was constantly repeated.

"But you would come to the end *some time,*" he still insisted. "You would come out at the end of it *some time,* if you only went far *enough.*"

I dismissed him to his seat, in some vexation; but throughout the day I saw the boy at intervals gazing abstractedly toward the figures on the board. After school that afternoon he lingered behind the others, and began to talk about the fraction. I saw that I had not in the least changed his opinion.

"Why, you *must* come to the end of the decimal *some time,*" he reiterated as confidently as ever.

"Zophe!" I exclaimed, "you had better take that piece of chalk and try it for yourself!" In irritation I brushed off the board and wrote $3)\underline{1000}+$ in the upper left-hand corner of it. "Now annex ciphers," I said, "and go on dividing for that repetend till—you are satisfied."

I did not half believe that he would seriously attempt it, but he took the chalk and began.

"Of course, it will take quite a spell," he said to me deprecatingly, "but it has got to come out without a remainder *some time.*"

"Go ahead!" I exclaimed, and put on my coat. "And when you are done, rake up the fire and shut up the schoolhouse door," I added, and went home.

My boarding-place was about half a mile from the schoolhouse; but Zophar and his vagary had taken such hold on my thoughts that I went back to the schoolhouse after supper. It was now dark, but a light flickered in the windows. Approaching quietly I saw Zophar arranging the fire in the fireplace so that he could see to make figures on a slate.

He had carried the circulating decimal from the board, which was covered with $.3333+$, to slates!

I was vexed with the boy, but I could not help being amused too. I thought that for once he had best satisfy himself; so, instead of remonstrating with him, I went home and brought an oil lamp to the schoolhouse.

"There, Zophe," I said, setting the lamp on my desk. "That will give light for you all night. Now run that repetend down, if you can."

He looked at me with a perfectly serious, honest face and began to say. "Why, of course, I *must* come to the end of it *some* time;" but I did not wait to hear the whole of it, for fear my wrath might get the upper hand of my patience. As I went away he called after me, however, and I returned to the door.

"Do you think the other scholars would care if I borrow their slates?" he asked me.

"No!" I exclaimed. "Borrow them all, and if the slates give out, cipher on the floor!"

I went home and retired, but waked at a little past one. My thoughts flew to Zophar. I rose, dressed and went down to the schoolhouse again. It was a beautiful winter night, with the heavens full of brightly-twinkling stars. A light still shone from the windows of the schoolhouse!

Drawing near on tiptoes, I peeped in. There sat the boy on one of the front seats, near the fireplace, with slate and pencil in his hands, and twelve or fifteen other slates piled up close beside him. He seemed to be a little drowsy, I thought, and nodded at times; but his pencil worked slowly along the slate, making $.3333333+$.

Controlling a fresh impulse to rush in and shake him, I went back home and to bed; but I was not able to fall asleep again, and so lay tossing about, thinking of a thousand things, till morning, when I again dressed and went to the schoolhouse.

The scene presented there was one that I never can forget. Zophar had not only covered the board with small, closely-packed $.3333333+$'s, but thirty slates also, and on both their sides! The walls of the room were of pine boards, and there

were cracks between them. In these cracks he had inserted pegs made from pieces of wood in the wood-box, and hung the slates in rows on the pegs. When I looked in just as the sun was rising, he sat on a front seat with hair ruffled and his chin in his two hands, staring at those slates.

Hearing me come in, he looked around absently.

"Well, Zophe, did it come out without a remainder?" I asked.

"Not yet," he replied, with a kind of weary perplexed smile.

"Of course it *must, some time*," he added. "But I tell you, Mr. Chadbourn, atoms are awful little things!"

I took possession of the lamp and bade him come with me to my boarding-place and have breakfast, but before we set off, David Parlin's big red beard appeared in the doorway.

"D'ye have to keep my boy arter school?" he asked. "D'ye have to keep him all night?"

It was with difficulty that I explained the situation to him. Parlin turned to his son, and looking him over with parental displeasure, exclaimed, "Zophe, you darsted little nubbin, come along home with me. Yer marm's ben 'fraid the catamounts had ketched ye!"

Nevertheless, Zophar Parlin was the only one of all my seventy pupils at "Fiddlers' Hollow" who subsequently rose to fame, or achieved anything like success in life.

Practical Hints and Examination Papers.

Nuggets.— A pleasant teacher makes willing pupils. A mischievous boy can break up a school if not handled properly. Ability in the teacher wins respect. Only a genuine interest in his pupils wins their affection. All your teaching is not done in the school room. Parents have some rights as well as teachers. To understand your pupils you must know their home life. It is not enough to know how to read, if you do not know what to read also. School boards count a hundred, one and two ciphers. The best supervisor generally encourages good qualities rather than criticizes weak points. The imagination is the faculty least provided for in our school courses. A wise teacher will not govern all pupils alike. Teach things, not names, but teach the names with the things. Good thinkers are not made by memorizing text books.

—A DEVICE IN GOVERNMENT.—Suppose that a pupil in the primary room should go to the water pail three times during a recitation, would it not be well to let him go without interruption, and then during the day, at some convenient time, have a general discussion as to how long a pupil can do without water before suffering, and whether, if a pupil's wants have all been supplied before the beginning of the recitation he could suffer before the close. Let the

pupils point out the interruption occasioned if all should thus frequently visit the water pail. Personal mention of the offender need not be made, but he should be drawn into the discussion. Or, if thought best, he alone might discuss the matter with the teacher. No matter about details; I mean only to insist that the pupil be led to set up his own standard of action, and make his own decision in regard to it, so far as possible, without any regard for the mere authority of the teacher.

NEW TESTAMENT HISTORY (GRADE II. ACADEMY.)

I.

1. State briefly what you know concerning: (a) the Passover. (b) the feast of Pentecost.
2. Write short notes upon: (a) The Pharisees. (b) The Sadducees.
3. Mention any events connected with: (a) Herod the Great. (b) Herod Antipas. (c) Herod Agrippa I. (d) Herod Agrippa II. What was the relationship of each of these men to Herod the Great?

II.

4. Name the original twelve apostles, and also any others who are spoken of as Apostles in the Acts.
5. Describe the Triumphant Entry of our Lord into Jerusalem at the close of His last journey to that city.
6. Mention the more important instances of the appearing of our Lord to His disciples after His Resurrection.

III.

7. Describe briefly the conversion of Cornelius.
8. How many missionary journeys were undertaken by St. Paul? What was the extent of each? and what city formed the starting point for each of them?
9. Trace briefly the course of St. Paul's journey as a prisoner from Caesarea to Rome.

GREEK (GRADE II. ACADEMY.)

I.

1. Decline a representative noun of each of the Greek declensions.
2. Decline any five of the irregular nouns of these declensions.
3. Translate into Greek the following sentences:—Gold is the treasure of the island. The gods are good. Men admire wisdom. The citizens admire the young man's wisdom. The island has a beautiful harbor. Virtue is the beginning of wisdom.

II.

4. Write out the Greek numerals from ten to thirty.
5. Name the various kinds of pronouns, giving examples.
6. Write the imperfects active, passive, and middle of the first conjugation in Greek.

III.

7. Decline any two irregular adjectives.
8. Give the indicative tenses of the verb "to be" in Greek.
9. Compose five sentences in Greek of at least ten words each.

BOTANY (GRADE II. ACADEMY.)

I.

1. Name the various parts of a plant and describe any one of them minutely.
2. What are the various ways of distinguishing one plant from another?
3. What is meant by inflorescence? Name the various flower clusters.

II.

4. Draw and describe any ten different kinds of leaves.
5. Give the names of any ten common plants and state to what class each belongs.
6. Name and describe the various kinds of fruits.

III.

7. Give a description of the structure of a plant cell.
8. Make a drawing of the various kinds of compound leaves.
9. Explain the difference between angiospermous and gymnospermous pistils.

WRITING (GRADE II. ACADEMY.)

1. Write:—The Christmas and New Year observances are not unlike those in other Northern countries; but the Norwegians have a peculiar and beautiful Christmas custom, which is universal amongst them, of hanging out small sheaves of corn for the birds.
2. Write all the letters of the alphabet in capitals.
3. Give your post-office address and the name of your school.

Correspondence, etc.

DEAR MR. EDITOR,—From my experience the following are some reasons why there should be a Course of Study for our schools:—

1. It keeps constantly before the minds of the pupils principles and facts instead of paragraphs and pages.
2. Pupils are advanced step by step and given credit for the work completed.
3. It forms a basis of comparing the work of different schools, and secures the stimulus resulting from a united effort.
4. It overcomes the disadvantage of a diversity of text-books by outlining the subject, and rendering it possible for pupils to use whatever text-books they may have.
5. It overcomes the evils that result from the constant changing of teachers.
6. It arranges the plan of work that when pupils have completed the work as outlined, and passed the required examinations satisfactorily, they may be admitted to the high schools without further examinations for admission.
7. It enables directors and parents to understand more fully what the schools are attempting to accomplish for the children, thus enlisting their sympathy and active co-operation.

OBSERVER.

RELIGION IN THE SCHOOLS: PER CONTRA.

To the Editor of *The Week* :

SIR,—There are some questions of which it may safely be said, the answer can only be sought in one direction ; on every other line the answer is insoluble. One of our Christian denominations was distracted for years over the question of the use of instrumental music in public worship. Plainly, the final issue must be liberty to use : even the thoughtful among those who opposed knew that the prohibition could not continue. The utmost hope on their part was, "Not in our day." Of course, liberty has long been granted and the controversy all but forgotten. The question of religious instruction in our public schools is to the writer just as plainly a question capable of solution in one direction only, and that direction most assuredly not secular, as *The Week* seemingly maintains. You can no more keep the religious element, shall I say, in abeyance during the school days and educate, than you can train in a gymnasium, with one arm tied to the side and one foot disabled. Even in the reading of history, to eliminate religion is to play the proverbial Hamlet with the Prince of Denmark left out ; and expurgated editions of all classes, English and other, must be made if positively no opportunity is to be given to the teacher for inculcating his or her religious or irreligious bias. Nor can I see how the ethical can be separated from the religious, as sometimes maintained. True, my religion has been learnt—am I presumptuous in saying so?—in the school of Christ, and learnt with many a pang, with the "awful doubts of Providence" ; into that simple school was I driven by the conviction forced upon me by original research, that honesty was largely discounted in the regions of religious controversies ; Christ to me is the religious teacher, and His religion is inseparable from His ethics ; indeed, it is hard even to think of the one without the other. Teaching us to say "Our Father," he bases thereon the dogma, "all ye are brethren," and therefrom imposes the obligation to do unto others "all things whatsoever ye would that they should do unto you." To inculcate the last without the earlier is to essay a pyramid upon its apex instead of upon its base. Ethics is nothing without a religious basis, at least in Christianity.

Trained as we all have been and are, in an atmosphere of discordant ecclesiastical systems, put up within bounds of metaphysical theologies, it seems all but impossible to separate our religion from one of those systems and theologies. Be it so, but we need not perplex child-life therewith. There is a story told of an old negro preacher to whom an enquirer came with perplexity concerning Paul's teachings on predestination ; looking over his spectacles to his interlocutor, he asked : "Have you read Matthew, Mark and Luke? and are you living up to what they tell us Jesus has done for you and teacher?" A very unwilling, but decided negative was given to the last, to which the old man rejoined : "Go about

your business; don't bother about Paul's predestination till you have made the gospels your own; do as you are able the Master's will, and then you can learn about the deep things of Romans." I am not altogether a stranger to the trend of what is called the agnostic conscience, and, if I do not misjudge the same, it would suffer little violence, if any, in having the religion, which, after the old negro method, is directly taught from the lips of Jesus of Nazareth, inculcated in the schools. The Education Department of our Province has declared more than once that "Christianity is the basis of our whole system of elementary education, and that its principles should pervade that system throughout," and in so doing have practically declared for a Christianity that is broader than that of any class, broad enough to embrace all. It will be a putting back of the character of the shadow on the dial plate of true progress to recall that declaration; and a sorry time for the country. In that direction only will a permanent settlement of the question be found. But a Christianity that would satisfy all, it will be said, is an eviscerated Christianity; religion robbed of all its vitality and truth. Now, let it be remembered, we are talking about the religion or the Christianity to be taught to children, and to children gathered from many and diverse homes. However necessary the principles of Newton's "Principia" are to the Higher Mathematics, they are not taught in the common schools for very obvious reasons. And a wise religious teacher would never perplex a child's faith with the subtleties of the Trinitarian Controversy. Justification by faith may or may not be the article of a standing or falling church, but most assuredly is not a needed element in the child's prayer, "Now I lay me down to sleep." Whether the scarlet woman of the Revelation be Rome, pagan or papal; the man of sin, a dynasty or an individual; divine grace be resistible or not; the tabernacle cords have an authoritative symbolic meaning; with a host of such questions on which the Christian Church has divided, may be among the meats for those of mature years to digest—though I confess the digestive powers of a mental ostrich would be required for some of them. Milk for babes in all that the common school would demand, and that would be not difficult of attainment if we could only constrain obedience to the cry:

"Oh, hush the noise, ye men of strife,
And hear the angels sing."

To reiterate an oft spoken sentence, we find it difficult, in some cases apparently impossible, to separate Christianity from our sectarianisms. Every sectary is in the position of a lawyer who has accepted a brief; bound to make the best of his position. It is time that we began to endeavour after a more excellent way in this New Dominion. And, indeed, we have begun, would but the jarring creeds "hush their noise." "Every public and high school shall be opened with the Lord's Prayer," says the Education Department in its regulations. Is there a simple theist that with reason can object

to that prayer? The theist says no; but the straiter sectaries say, "What satisfies a mere theist does not satisfy me." Possibly not. It is difficult to satisfy some good people; but it satisfied the Lord Jesus when he was asked to teach how to pray, so I rest satisfied therewith in good company. So, too, when, in response to a question as to the great commandments, love to God and to one's neighbour was given in reply, with this pregnant comment: "On these two commandments hangeth the whole law and the prophets." Here is the true religious basis of ethical instruction and life; this ought to be inseparable from all education. The sectarian superstructure may be left for the denominations to erect.

The position taken, therefore, by the writer is this: What is called a purely secular system of education can never be accepted as final; even if attained is a destructive monstrosity; that the religious ethics of Jesus of Nazareth, as taught by Him during his life on earth, affords an ample means of religious instruction in our schools, and form a sure foundation for a life of true citizenship. And that in this direction only can we hope to find a solution of the religious difficulty regarding our schools. And surely it is not too much to hope that even now some endeavour may be made to rise above—yes, "above" is the word—our issues, and permeate the educational systems of our Dominion with a religion that unifies. The honest, persistent endeavour so to do is surely better than the imbecile cry, "It cannot be done."

JOHN BURTON.

Books Received and Reviewed.

The Cyclopedic Review of Current History is a periodical which ought to be attached to every school library. It is a compendium of all that is going on at the present moment in the history of the world. *The Magazine of Poetry* for December is an excellent number. *The Atlantic Monthly* for December is a Christmas gift from the publishers to their subscribers for which they ought to be grateful. The last *Scientific American* that came to us was one of the most interesting we have perused. *The Popular Educator* cannot but increase its great popularity with our teachers by such a number as the December one.

THE COMBINATION SPELLER, by Mr. James W. Shearer, and published by the Messrs. B. F. Johnson Publishing Co., Richmond, Virginia. While the educationist frowns upon the speller as a remnant of the old hum-drum of school-work, the compiler who finds his reward in the number of copies sold does not seem to grow disheartened. This speller, however, is the embodiment of an original method, according to which the learner quickly appreciates the beauties of phonetic analysis and gains confidence in himself. At least, so the author says. We have been told that a new speller has been recommended for use in this province, and thus Mr. Shearer's original idea may find no scope here for some time to come. When

will our teachers come to side with the educationist and throw the speller as a text-book out of doors, unless when it is an aid towards the force of words and not merely to their form.

MECHANICAL DRAWING, by Gardner C. Anthony, A.M., Professor of Drawing in Tufts College, and published by the Messrs. D. C. Heath & Co., Boston. As a text-book on the use of the compasses and their adjuncts, we know of none that equals this one. It has long been felt in our province that the study of Euclid should be anticipated by a study of geometrical forms and the manner of their construction. The teachers are all convinced of the necessity of such preliminary training and have lamented in our hearing the lack of a text-book that would guide them in giving such instruction. Professor Anthony has provided such a work for them, and the Committee on Text-books may be inclined to give it a footing in our province. The book is its own recommendation.

AN INTRODUCTION TO THE STUDY OF ENGLISH FICTION, by Dr. William E. Simonds, Professor of English Literature, Knox College, and published by the Messrs. D. C. Heath, of Boston, U.S.A. Somebody has sought to get people to agree on what are the six best novels that ever were written. Dr. Simond's book may help people to approach such a limited selection, by tracing the history of the novel from the old English story-teller to the perfection of the novel as seen in our time. There are few who will not welcome Dr. Simond's effort to place before his readers, in succinct form, the story of the development of the novel. As an educative agency the novel has brought about the most remarkable effects in the improvement of manners or in the advancement of what has been sometimes ridiculed as culture. There are novels and novels, and Prof. Simonds' book will help people to select what are the novels that should be read.

ILLUSTRATIVE BLACKBOARD SKETCHING. No other power possessed by a teacher is more valuable, because it can be used in various ways to arouse the interest of the children, than facility in blackboard sketching. Many say, "There is no use of my trying to learn to draw; I have no talent." There are differences in people in this respect, but the absence of a talent for drawing is not so general as is supposed. The great thing is to pursue a right method. W. Bertha Hintz, teacher of and lecturer on methods in drawing, late of the New York Normal Art School, furnishes this in her *Illustrative Blackboard Sketching*. Any teacher who has sat in an institute and watched Miss Hintz with her crayon, filling in the details of one of these rapid sketches, could not fail to imbibe some of her enthusiasm for the work. This skill may be acquired by persistent, well-directed practice. The book contains reproductions of the author's sketches, with stories that grow as the blackboard drawings grow, and which the learner could draw for practice. The objects are fruit, birds, vegetables, pottery, etc. Many a teacher will find in this book just the help she needs. (E. L. Kellogg & Co., New York and Chicago. 30 cents.)

Official Department.

NOTICES FROM THE "OFFICIAL GAZETTE."

His Honor the Lieutenant-Governor has been pleased, under date 20th of October, 1894, to appoint Messrs. Francis Burns and Amos H. Chartier, school trustees for the municipality of Ste. Cécile de Milton, county of Shefford.

20th October.—To appoint a school commissioner for the town of Chicoutimi, county of Chicoutimi.

7th November.—To appoint a school commissioner for the municipality of Grande Baie, county of Chicoutimi.

9th November.—By order in Council, to detach from the school municipality of Ste. Césaire, in the county of Rouville, and annex to that of Ste. Michel de Rougemont, in the same county, lots numbers 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 495, 596 and 597, of the cadastre of the parish of Ste. Césaire, for school purposes.

This annexation to take effect on the 1st of July next (1895).

9th November.—To erect the township of Otis, in the county of Chicoutimi, into a school municipality, under the name of Ste. Félix de Otis.

This erection to take effect on the 1st July next (1895).

9th November.—To annex to the school municipality of the township Bourget, county of Chicoutimi, the west part of township Simard, not actually forming part of the municipality of Ste. Anne, comprising No. 27, of the 2nd range of the township Simard, in the same county, and all the territory to the west to the line between the townships Simard and Bourget.

This annexation to take effect on the 1st of July next (1895).

13th November.—To appoint two school commissioners for the municipality of River des Prairies, county of Hochelaga.

16th November.—To appoint a school commissioner for the municipality of St. Romuald de Farnham, county of Missisquoi.

21st November.—To appoint Mr. W. H. Walsh, school trustee for the municipality of Bryson, county of Pontiac, to replace Mr. T. C. Dezouche, absent.

26th November.—To detach from the school municipality of the parish of Saint Tite, in the county of Champlain, and annex to the village of Saint Tite, the cadastral lots of the parish of Saint Tite, from and including number 311 to and including number 330, for school purposes.

This annexation to take effect only on the first of July next.

(1895).

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