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Articles : Original and Selected.

EXTRACTS FROM A LECTURE ON SELF-CULTURE.*

BY DR. S. P. ROBINS, MONTREAL.

(Continued.)

Extract 5. Self-examination of Memory.—What stores does your memory hold? Does it receive and treasure up everything, holding with equal tenacity and reproducing indiscriminately things trifling and things important, things valueless and things precious, things ignoble and things elevating? Perhaps you have heard it said that all impressions alike are laid up in memory. But there is a misapprehension here. True, no man knows what trivial thing may in years to come prove its latent existence in the mind by emerging to consciousness through some chance suggestion; but the things that are sure to return are those that have most strongly roused attention, the things that we have dwelt upon, that we have held up to close and prolonged contemplation. The visible or reproducible content of each man's memory evidences the habits of mind that he has indulged, the things in which he has delighted. It reveals his tastes; and as culture refines taste, and taste determines to a very great extent the content of memory, that content reveals each man's culture. Memory holds firmly whatever has been given into her keeping. What have you entrusted to her?

* Given before the Teachers' Association in connection with McGill Normal School, April 15, 1897.

You have lived your life in contact,—shall I say, in communion with nature, with humanity, with yourself, with literature. What from your experiences have you culled and given in charge to memory? The traveller Niebuhr, in his last days, days of old age and of blindness, spoke often of seeing again, returning to him in the loneliness of his wakeful nights, the solemn splendours of his oriental vigils, when in the black-blue depths of Syrian skies all the lamps of God were lighted. What have you read in the book of nature? What beauty of sky, or meadow, or forest, or river, or ocean, what forms or grace or hues of loveliness, returning from by-gone experiences, will cheer your hours of decay? In some aspects Milton's Paradise Lost might be called "Recollections of a Blind Old Man." What did he recall of the scenes through which he had wandered in his youth? How many recollections of calm summer evenings are blended in this delightful passage from the fourth Book!

Now came still evening on, and twilight gray
 Had in her sober livery all things clad;
 Silence accompanied; for beast and bird
 They to their grassy couch, these to their nests
 Were slunk, all but the wakeful nightingale,
 She all night long her amorous descant sung,
 Silence was pleased; how glowed the firmament
 With living sapphires: Hesperus, that led
 The starry host rode brightest, till the moon,
 Rising in clouded majesty, at length,
 Apparent queen, unveiled her peerless light,
 And o'er the dark her silver mantle threw.

If you have not begun to do so, lose not another moment, but search as for hidden treasure for the inexhaustible beauty of the world into which you have had the privilege to be born. If you have not seen it, look for it and you will find it, for your eyes will find their sight, and your starved sense of beauty will expand and develop, until you know what Wordsworth felt, when he said,

To me the meanest flower that blows can give
 Thoughts that do often lie too deep for tears.

You have lived in the world of men and women. You have mingled with your fellows. You have marked their actions. You have read their character. Do you sum them up as Byron does?

“ Have I not
Near me, my mother Earth? behold it Heaven!
Have I not had to wrestle with my lot?
Have I not had my brain scared, my heart riven,
Hopes sapped, name blighted, life's life lied away,
And only not to desperation driven,
Because not altogether of such clay
As rots into the souls of those whom I survey?
From mighty wrongs to petty perfidy
Have I not seen what human things could do?
From the loud roar of foaming calumny
To the small whisper of the as paltry few
And subtle venom of the reptile crew,
The Janus glance of whose significant eye,
Learning to lie with silence, would seem true,
And without utterance save the shrug or sigh,
Deal round to happy fools its speechless obloquy.”

If you thus sum your fellows, I am bold to tell you that you have looked upon them with no cultured eye. You have dwelt upon their failings. You have overlooked their noble characteristics, their generosity, their truth, their loyalty. Learn to read your fellows better, to estimate their motives more lovingly and therefore more truthfully. So shall your more highly cultured nature revise its first narrow verdict, and join all noblest voices in acclaim of the high, divine character that still ennobles manhood. Listen to Lowell.

For this true nobleness I seek in vain,
In woman and in man I find it not;
I almost weary of my earthly lot,
My life-springs are dried up with burning pain,
Now find'st it not? I pray thee look again,
Look inward, through the depths of thine own soul.
How is it with thee? Art thou sound and whole?
Doth narrow search show thee no earthly stain?
Be noble, and the nobleness that lies
In other men, sleeping but never dead,
Will rise in majesty to meet thine own;
Then wilt thou see it gleam in many eyes,
Then will pure light around thy path be shed,
And thou wilt never more be sad and lone.

Sometimes our discovery of the excellence that is in others comes full late. Gerald Massey says:

In this dim world of clouding cares
We rarely know, 'til 'wilder'd eyes
See white wings lessening up the skies,
The angels with us unawares.

Be well assured that culture is never small, mean, cynical, carping. It is ever by necessity of its origin, large-hearted and generous in its judgment of men and their motives.

You have had open to you the accumulated treasures of literature. For you, have been penned and preserved the choicest thoughts of the greatest men ; men of Palestine, men of Athens, men of Rome, men of Germany, men of France, men of those fruitful islands of Great Britain that have taught their speech, their commerce, their free institutions and their untrammelled thought to wider realms and more populous realms than wore the yoke of the Cæsars. What use have you made of your priceless opportunities ? Have you read a hundred master-pieces of literature, ancient and modern ? Have you thoughtfully, seriously, appreciatively read a score ? Are there ten, are there five of which you know the purpose, the plan, the general outline ; of which you can give a reasonably correct summary, and from which you can quote the best thoughts and the finest passages ?

If you only repeat what you have heard said respecting classic poetry, if you do not know from your own reading and study that the Iliad is the greatest, most simple, most artistic, most impressive, most completely integrated of all epics ; that in the tragedies of Aeschylus, *grandeur* and gloom reach their climax, that the orations of Demosthenes stand first among political speeches for their rapid, harmonious, vehement, logical, bold, uncompromising character, and first in their popular effectiveness ; that the treatises of Cicero are among the most pleasing, polished and convincing that ever were written ; that the Odes of Horace are the best *vers de société*, the most elegant trifles that ever were current in polite circles ; if you do not know this, at least you have made yourself familiar with English poetry. You can quote some at least of the exquisite passages of Shakespeare ; Prospero's address to Ferdinand in the Tempest beginning, "You do look, my son, in a moved sort, as if you were dismayed" ; Theseus' reply to Hippolyta in the opening of the first scene of the fifth act of the Mid-summer Night's Dream ; Portia's expostulation with Shylock, "The quality of mercy is not strained" ; Edgar's description of the precipices near Dover, in King Lear ; the incomparable soliloquy of Hamlet ; or at least some one of the countless beauties of the historic plays.

Perhaps you prefer the sonorous periods of Milton to Shakespeare's wood-notes wild. You can recite, then, the invocation to light in the third book of *Paradise Lost*, or the song of Adam and Eve : "These are thy glorious works, Parent of good," from the fifth book, or the pathetic close :

Some natural tears they dropped, but wiped them soon ;
The world was all before them, where to choose
Their place of rest, and Providence their guide :
They, hand in hand, with wandering steps and slow,
Through Eden took their solitary way.

Is Milton ponderous, overweighted with antique learning ? No such objection can be urged against our modern poets. Great men have lived, and sung in our own time what will never cease from the music of the world. The brightness, the verve, the easy ceaseless flow of Scott, the marvellous music of the best pieces of Edgar Allen Poe, the Bugle Song, the Lotos Eaters, the Passing of Arthur of Tennyson, the homelier tender verse of Whittier and Longfellow ; what do you know of these ? Surely you can recite for us some of these songs of our own days. If you cannot, I fear you have missed much attainable culture. But it is not too late to mend. Begin at once to store your mind with masterpieces of prose and poetry.

Do not tell me that you have no memory for such things. You may have a memory enfeebled by want of exercise. But I will promise you that with three months of diligent endeavour you may so develop your unused powers that two readings of a piece of poetry of forty or fifty lines will imprint it on your memory.

You must begin by an intense, close study of some worthy bit of literature. You must examine its message reproducing the exact thought of the author in all its parts and relations with minute accuracy. You must then with equal microscopic care examine the form of the expression, metre, alliteration, assonance, rhyme, the structure of the periods, the appropriateness of the verbiage. At first this minute study will cost time and effort ; but with practice you will gain facility, so that you will be able to bend your attention on a passage read, with a comprehension at once wide in range and intent in scrutiny such as you do not now conceive possible. You will put more of thought into one reading than you now squander over a dozen dilatory and unimpressive perusals. Then it will have

become easy to remember. The memory thus exercised will grow not only quick but capacious and retentive. There will be no fear of recent acquirements extruding the old from the mind. Rightly learned, set into right relation with what the mind has previously mastered, each new acquisition will form new links to bind more firmly together all that the mind has acquired before.

Extract 6. The Relation of Expression to Culture.—For culture it is not enough to be familiar with the manner in which the most accomplished artists in words have expressed thought. Our own thought must struggle into expression; and that for two reasons. For, inasmuch as culture preëminently fits us for harmonious and pleasant intercourse with others, and fails to be effective in proportion as it fails to establish happy relations with others, there can be no such thing as a dumb, inarticulate culture. Culture, as an essential condition of its existence, must find some form of expression. The sense of beauty or of *grandeur*, that neither in art nor in language has utterance, can be communicated to no other soul, can awaken in it no response, has no more significance than the dull gaze of the ruminant cow that looks idly out from her hillside pasture on a fair wide landscape of which nothing but its grass is valued. Besides, beauty unexpressed is beauty vaguely conceived, indistinct, unimpressive, soon forgotten. You look at a beautiful sunset; you admire its rich harmonies of colour. Its splendours die down into the sombre tints of late twilight, and you forget it forever. But if you take your box of water colours and try to express in your sketch-book something of its beauty, although, contrasted with the incomparable tints of cloud and sky, your brightest colouring will look like mudstains on a white-washed fence, the efforts to express what you have seen a miserable failure, though it is likely to be, will reveal in it what otherwise you would never have seen, and will impress it on your memory. Or, if you try to reproduce the scene in word painting, although you lavish on it all the appropriate colour terms of language, mingling primrose and gold and orange and amber and scarlet and crimson in all the moveable tints of yellow and red, you will rightly feel your powers immeasurably inadequate to your task; but, nevertheless, your effort will have left you richer, richer in a more vivid conception of the glory of the sun-

set, and richer in your increased command over the resources of language.

I hope you write poetry; then I hope you burn it. Write it, that you may put your powers of expression to the severest test to which you can put them, and grow strong by the mental athletics. Burn it, that you may not add to the wishy-washy flood of verse slopped around by our self-styled poets. Burn it, until you find that you have something worthy to say that no one else has thought, or better, that you have consummate skill to say what everyone thinks.

Extract 7. The Issue of Self-Culture.—Our subject has been treated most inadequately. We have but touched its fringe here and there. Many important considerations have been passed without even cursory reference.

But if you are determined to know more of the subject and to pursue the path of self-development with new zeal, all that we could have hoped has been accomplished. You will study your physical powers and development. You will try the unfamiliar exercise of introspection, studying your mental characteristics with all the light that psychology can shed; and every faculty, as you learn what it is and what it can do, will be disciplined and trained to the highest efficiency. You will pass in review your desires and your will; for what is low you will seek uplifting, for what is impure you will seek purging, for what is errant you will seek guiding, for what is weak you will seek strengthening. Then, with bodily equipment robust, with intellect clear, with emotion and desire noble, with will imperial, you will esteem yourself a messenger of the divine, called forth from prenatal nothingness by the divine summons to reveal in a world of darkness and pain incarnate divine light and love and healing. To the weary you will be refreshment, to the struggling help, to the sad sympathy, to the wounded tenderness, to the despairing hope, to the dying strong consolation. Among your friends and associates you will move with such considerate cultured kindness that in the smallest things of life as well as in the greatest, in the tones of your voice, in the words that you choose, in every look, in every gesture, as well as in the use of your time, your influence, your fortune, you will be a protector of the weak, tender to childhood, chivalrous to womanhood, respectful to manhood, loyal in service, generous in command, everywhere and always a cultured, Christian gentleman.

ON THE NATURE OF GRAMMAR.

The grammar of the Latin, Greek, or German language is a very different thing from English grammar, as it is taught in the schools; and very different, too, from English grammar as it really is. We are prompted to add that English grammar as it is taught, differs about as widely from grammar as it really is. In the other languages, named above, grammar treats of the modifications of the forms of words, and the position of these words in the sentence, which are required to express certain specific meanings. Knowing its form and its place in the sentence, one would know its meaning, if he knew the grammar of the language. There are very many changes in the forms of words which the English language knows nothing of. Five or six cases, three genders for each, two or three numbers for nouns, pronouns, and adjectives, and different conjugations and declensions that make the pupil dizzy to think about; each expressed by some arbitrary modification of the root word, and to be learned in its likenesses to and differences from the others. It is no wonder that the German schools begin the study of grammar in the first year and continue it through the school life of the child. There was a time in the growth of the English when it had such a grammar. But it had vitality enough to burst these bonds of form and slough off most of the terminations and changes. The irregular verbs have kept more of them, to the great confusion of the children, and of many grown up children. But English differs from these other languages in being a "grammarless tongue." for the most part.

In what, then, does English grammar consist?

It is the analytic phase or side of the study of a sentence. In the study of anything, we consider it either as to its union with other things to make a larger unity than itself,—which is the side of the synthesis,—or we analyze it into its parts to see of what it is composed. The synthetic side of language study we call composition. The analytic side is grammar. Now; analysis and synthesis can never be wholly separated. In fact, we must always analyze at the same time that we unite, and we must always unite at the same time that we separate. But the force of attention may be directed to the synthetic process, because construction is what we seek to do. Or the force of attention may be directed to analysis because what we seek to know is

the parts that make up the unity. Nothing can be known without seeing it as a whole composed of parts. In English grammar the force of the attention is directed to the discovery of the parts of which the sentence is composed, and of their relation to each other in forming the unity called the sentence. The end sought is the knowledge of the sentence as a whole through the study of the parts that compose it. In composition we may know in a clear but distinct way, the sentence as a whole, but grammar adds distinctness to this knowledge. Composition sets the sentence off clearly from others, and views it as distinct from them. Grammar looks into the sentence itself, and gives distinctness to the elements that compose this whole. The two together form the synthetic-analytic, or double-faced, activity that belongs to all knowledge and all intellectual processes.

The teacher who grasps the meaning of this statement will see that the study of the nature of the parts of speech is really one of the very first things to do in studying grammar. There is more wisdom than we knew in those grammars of the olden time which began by defining the "Parts of Speech." And possibly those grammar-makers builded better than they knew.

Our purpose in this has been to show, in a few brief statements, the nature of grammar as a branch of language study, and its intimate and necessary relation to composition. This brief discussion will be seen to justify that definition of grammar with which the ancient text-books began, viz. : "Grammar teaches us how to speak and write the English language correctly."—G. P. B., in *Public School Journal*.

Editorial Notes and Comments.

—THE Convention of the Teachers' Association of the Province of Quebec, to be held in the month of October next, bids fair to be a successful gathering. The regular meetings will be held in the Normal School, while the authorities of McGill University have placed at the disposal of the executive the spacious halls of the Peter Redpath Museum for a *Conversazione* and representative gathering. Among the speakers from the other provinces who are expected to be present are the Hon. Dr. Ross from Ontario, the Hon. Attorney-General of Nova Scotia, the Rev. Mr.

Maxwell, M.P., of Vancouver, from British Columbia; and from the Province of Quebec itself, the Hon. Judge Lynch, Principal Peterson, of McGill University, Dr. Robins, Principal of McGill Normal School, Dr. Harper, President of the Association, and other representative educationists.

—UNDER the heading, "A Blot on Progress," the *Canadian Magazine* carries its arraignment of the public school system of Ontario a step farther. The editor says: "Ontario's educational system needs serious attention from those people in that province who have not yet investigated its deplorable features. Its praiseworthy features are numerous and have been sufficiently worshipped; it is time now that the other side of the system should be investigated." According to him, two of the greatest defects are: first, the teachers of the public schools are too young and improperly qualified; second, the system is permeated with villainous examinations which are made the sole object of a student's ambition. In connection with the first defect the following quotation from the *Canadian Teacher* is given: "It seems a very strange thing that while the statutes of our province declare it unlawful for a veterinary surgeon, a dentist, druggist, doctor, or lawyer to pursue his vocation before the age of twenty-one years, that it should be considered legal for boys and girls of eighteen years to try their 'prentice hands' on the formation of the future men and women of our country. If a boy of eighteen is not fit to bleed a horse, pull a tooth, or sell a pill, surely he is not fit to take in charge the educational training of our future citizens. If the age limit were raised to twenty-one years, only those who intended to remain permanently in the profession would wait until that age to qualify for it; and all those who wish to teach for a year or two in order to secure a little money to aid them in further pursuing the studies of their chosen calling, whatever that might be, would be compelled to look elsewhere than to the teaching profession for a chance of so doing. This would give permanency to the profession, secure our children from the experimenting of inexperienced boys and girls, and thus raise the status of our schools."

Speaking of what he terms "villainous examinations," the editor says they are pernicious "a their tendency. "Pupils are trained for the special purpose of passing exam-

inations, and teachers are really, though not nominally, paid by the results. Students are not taught to study because of the pleasure it will bring, but because it is necessary to pass one or other of the numerous departmental examinations. They are forced by the superior will of their teachers to study intensely and earnestly until, in many cases, they break down under the strain, or acquire a dislike for books which dwarfs their after-life. Those who are strong enough to bear the strain are forced along into the teaching profession or into the university, and thence into some one of the professions. Farmers' sons, being more rugged, thus become the lawyers, doctors, professors and teachers of the day; agriculture is neglected, and the basis of the prosperity of the Province is injured. Besides being pernicious in this tendency, the useless examinations of this system cost the Province \$100,000 a year in hard cash." These recriminations are well enough, if they serve no other purpose than to awaken the people to the enormous interest they have in making their educational system the best; but they have little that is practical about them. It is easy enough to pull down, but rather more difficult to build again. In the matter of examinations, we are of the opinion that they are a necessity to any efficient system of education and will continue to be until some great intellect devises a substitute that will have all the virtues and none of the vices of school examinations.

— SOME of our readers are no doubt thinking over the idea of attending the great Convention of the National Educational Association to be held this year at Milwaukee, Wisconsin, from the 6th to the 10th of July. The various committees of the local organization are actively preparing in the most generous manner for the entertainment of 20,000 members. The Committee on Hotels and Accommodation have found the very best families in the city ready to open their doors to the teachers and their friends. An excellent system has been established for locating guests in good homes at moderate prices. Application for accommodation should be made to the Secretary, Wm. George Bruce, Milwaukee, Wis. Special rates have been arranged for with the various railway companies. The programme, which is an excellent one, may be had by sending a post-card to the secretary of the local committee, who will gladly supply all necessary information.

— IN connection with the celebration or commemoration of the Queen's Diamond Jubilee, this extract from a circular letter addressed by the Minister of Education for Ontario to the school inspectors may be of value. It embodies almost the same suggestions as were given in a former number of the RECORD. "In order to make the occasion of Her Majesty's Diamond Jubilee profitable to the pupils attending the Public Schools, I would suggest that you direct the teachers of your inspectoral division to devote the Friday afternoon preceding the 21st of June to a consideration of the most notable events in Her Majesty's reign, particularly those bearing upon the progress made in science, invention, and education. In addition to this, the history of Canada in relation to the Empire might, with great advantage, be considered in brief addresses by trustees and others whose services would no doubt be available. I would also venture to suggest that a portrait of Her Majesty, appropriately framed, be placed in every school-room in your division, that the memory of the Sovereign, whose wisdom and virtues are recognized throughout the world, might be the more deeply impressed upon the pupils. Would you, therefore, kindly bring this subject to the notice of your teachers, either by circular addressed to each individually, or, if there is still opportunity, by calling attention to it at the meeting of your institute in May. As subjects of that great Empire over which Her Majesty has reigned so long, we should endeavor to make the approaching festivities an occasion long to be remembered by those who, before many years, will be entrusted with the duties and responsibilities of citizenship."

— IN the *Atlantic Monthly* for May, Mrs. Henry Whitman, speaking of the ideal school-house, says: "To begin with, the entrances of a schoolhouse should be made as inviting as those of a home. If there be a yard, no matter how small, it should have, first of all, evergreen trees in it, or some bit of leafage which, winter and summer, would bring a message from the woods; it should have flowers, in their season; and vines should be planted wherever possible. Within the school every color should be agreeable and harmonious with all the rest. Ceiling, floor, woodwork, walls, are so to be treated as to make a rational and beautiful whole. In entrance halls, for example, where no studying is done, a fine pleasing red or cheerful yellow is an excellent

choice; in bright sunny rooms a dull green is at once the most agreeable colour to the eye, and perfect as a background for such objects as casts or photographs. In a room where there is no sunlight, a soft yellow will be found of admirable use. The ceilings should be uniformly of an ivory white tint, which will by reflection conserve light, and will be refined and in key with all other colors. The treatment of wood is a study in itself. Briefly and for practical use wood can be treated in two legitimate ways: either it can be painted with relation to the wall colors, or it can be stained to anticipate the results of time upon wood surfaces.

Current Events.

AT the annual meeting of the Teachers' Association in connection with McGill Normal School, the thirty-fifth annual report read by the Secretary, Principal W. A. Kneeland, showed that the association was making good and solid progress. The treasurer's report was also of a highly satisfactory character, being the best of its kind the association has heard for some years. The election of officers resulted as follows: President, Miss Binmore, M.A., (re-elected); vice-presidents, Miss Peebles, Superintendent Arthy, Dr. Robins, Miss S. Rodger; secretary, Principal Kneeland, B.C.L., (re-elected); treasurer, Principal MacArthur, B.A.; executive council, Mr. W. H. Smith, Mr. N. N. Evans, M.A.; Mr. Patterson, M.A.; Miss Moore, Miss Robins, B.A.; Mr. F. J. A. Bacon, B.A.; Mr. Wellington Dixon, B.A.

—OWING to the convention of the American Institute of Instruction, to be held in Montreal, from the 9th to the 12th of July, it has been decided that the usual institutes will not be conducted this year. We have not received as yet any definite information regarding the convention, but any of our readers who are desirous of particulars regarding it may have them by applying direct to Mr. Albert E. Winship, editor of the *Journal of Education*, Boston, who is president of the Institute.

—AN exchange says that the school elections recently held in the state of Iowa, were "disgraceful." It states that money and liquor were made use of freely and openly by both parties; and adds that in one district, at least, the election of members was completely controlled by politics,

"the free silver men electing their candidates." This of a truth indicates a fine state of affairs and a healthy and vigorous public opinion!

—AT a recent meeting of the school board of a Massachusetts town, the rules were amended, so that the announcement of the marriage of a female teacher is to be considered equivalent to a resignation. The rule does not apply to married women who are already teachers, nor will it prevent the hiring of married women as teachers. The new rule really means that the teacher who marries must hand in her resignation, and the board may accept it or not, as circumstances may warrant.

—STILL another university has recognized the claims of the teaching profession to representation among the courses furnished attending students. Syracuse University has added a course of pedagogy to its curriculum.

—SPEAKING of the changes and developments that have taken place in the various human activities during Queen Victoria's long reign, a writer in the *Ladies' Home Journal* says: "Books, sixty years ago, were few in comparison with now. The public libraries of the United States, all put together, had only half a million volumes in 1837. This is less than the Boston Public Library contains to-day. Three of our American libraries have together more books than were in all the public libraries of England, Ireland, Scotland and Wales when Victoria ascended the throne. Ignorance was general. Forty per cent. of the men and sixty-five per cent. of the women of Great Britain could not write their own names when Victoria became their Queen. The National education system was but three years old; its money grants amounted to only \$300,000. The United States now spends \$140,000,000 a year for teachers and superintendents of our public schools."

—THE principal of one of the schools in South Carolina complains that one great drawback to education is the ignorance of many commissioners and their neglect of the schools. They vie with each other in engaging the cheapest teachers, and one commissioner is quoted as saying that "he had teachers he could furnish for ten dollars a month, the teacher to pay his own board!" Even then, in some places, the teachers never receive their pay under a twelve month from the time the money is earned.

—THE great “public schools” of England are few in number, the best known of these being Eton, Harrow, Westminster, St. Paul’s, Charterhouse, and Rugby. These schools have from 300 to 1,000 boys each, and they fit them for the universities or for business life. The lowest age of admission is from 10 to 12 years, although connected with some of these are junior schools to which younger boys are admitted, but the pupils have very little in common with the main schools. The boys are generally cared for by the “cottage system.” Each house, which is in charge of one of the masters of the school, contains about 35 boys. The annual expenses vary from \$480 to \$800, which is materially lessened for the brightest boys by scholarships. These are obtained by competitive examination, and the holders are educated at the expense of the school except that they pay about \$100 each in annual fees.

Literature, Historical Notes, Etc.

QUEEN VICTORIA.

[Our teachers will find the following article, taken from the *School Journal*, useful in speaking to the children about the fast approaching Jubilee celebration.]

Shortly before one o’clock, on the 22nd day of June, a little woman with gray hair and kindly blue eyes, who is less than five feet tall, yet is every inch the Queen, will halt in her carriage before St. Paul’s Cathedral and alight among the clergymen grouped about the door. As she enters the building a *Te Deum* will be sung by a choir of 500 voices from St. Paul’s, Westminster Abbey, the Chapel Royal, and St. George’s at Windsor. One collect will be read by the Bishop of London, and another by the Dean of St. Paul’s. The Archbishop of Canterbury will pronounce a benediction and the religious exercises in connection with the Queen’s Jubilee will be ended, the whole service occupying little more than twenty minutes.

This, however, will be but a beginning of the celebration. The festivities will extend from one side of the British realm to the other, even the colonies taking part. And, what does it all mean? Victoria Wettin will, on the 20th of June, have completed her sixtieth year as Queen of England. A longer reign than has been recorded for any other

English Sovereign, that of her grandfather, George III, being but fifty-nine years and thirty-seven days.

The Queen's Jubilee will mean a rich harvest for the trades people of England. Arrangements for the grand procession have been preparing for many weeks. The rent of the windows from which it can be seen will be from one to six hundred dollars apiece. Crimson cloth, gilding and silk will be lavishly employed, with quantities of the rarest flowers. The Bank of England will be decorated with immense figures representing the lion and the unicorn fighting for the crown, with the shamrock, the thistle and the rose about them. There will be the motto, "Honi soït qui mal y pense" (evil to him who evil thinks), and over the entrance the line from Tennyson's Ode to the Queen, "She wrought her people lasting good."

BIOGRAPHICAL SKETCH OF HER MAJESTY.

Victoria Alexandrina was born May 24, 1819, in Kensington Palace, London. She is the only daughter of the Duke of Kent, her mother being Victoria, Princess of Saxe-Coburg, and it was not until she was crowned that she was known as Victoria. As a child she was called the "Princess Drina."

Little Princess Drina was very fond of dolls, and it is said that she had a hundred and thirty-two, for which she made the daintiest dresses, her needlework being very fine. Every morning at 8 o'clock she had her simple breakfast of bread, milk and fruit. Then she walked or drove for an hour, and afterwards she studied her lessons until 12 o'clock. At 2 came dinner; then lessons again until 4, after which she would ride, or walk, or sit out under the trees until 9, when she retired, her bed being close beside her mother's. So simply had she lived that on one occasion, when taking a journey with her mother, on being asked what she wanted for refreshments, she replied: "A small piece of stale bread." Her uncle, William IV, died on the 20th of June, 1837, and Victoria became Queen, though she was not publicly crowned for a year. A new crown had to be made for the young Queen, for the old one, weighing seven pounds, was too heavy for her head. At the coronation she wore a robe of crimson velvet, trimmed with ermine and gold lace, her train being borne by eight young women of noble rank. Sitting in St. Edward's chair, she was anointed on head

and hands with holy oil, and then she was given the imperial robe, the sceptre, and the ruby ring, while the new crown was placed on her head.

As the dukes were coming to her, one by one, to swear allegiance, Lord Rolle, who was over eighty years of age, stumbled and fell down the steps leading to the throne. With the quiet dignity which has always been hers, the queen rose and reached out to him her hand, amid the applause of the multitude.

As queen she has always been very thorough in her official duties. When Lord Melbourne once brought her a paper which he said she might sign without examination, as it was not of very great importance, she said, "It is for me a matter of paramount importance whether or not I attach my signature to a document with which I am not thoroughly satisfied."

In 1840 Queen Victoria was married to her cousin, Albert of Saxe-Coburg-Gotha. The prince devoted himself to the happiness of the queen, and was of great assistance to her in the performance of her official duties. Probably no other queen ever spent a married life so very happily as Queen Victoria. Prince Albert was a man of rare mental gifts, as well as personal attractions. He was highly educated, being especially fond of music, art and natural science. He considered himself an unofficial counsellor of the Queen, devoting himself to his duties with a conscientiousness hardly appreciated until after his death. This came in 1861, shortly after the decease of the queen's mother. In the intensity of her grief, Victoria lived for several years in absolute retirement. When she appeared once more, at the opening of parliament, she did not attempt to read her speech, as she had done in former years, but left that duty to the chancellor. In 1886 she took part at the opening of the Indian and colonial exhibition at South Kensington, and the next year her jubilee was celebrated with great joy.

Nine children were born to Victoria and Albert. They were reared as simply as the Queen herself had been. Once as a sailor carried one of the daughters on board the royal yacht he said, placing her safely on deck, "There you are, my little lady." The child replied, "I am not a lady, I'm a princess." The Queen answered, "You had better tell the kind sailor who carried you that you are not a little lady

yet, though you hope to be one some day." Grace Greenwood says that Prince Albert and his son were riding across London bridge, one day, when the keeper saluted them. The prince returned the salute, but his son rode on. "My son, go back and return that man's salute," his father commanded, and the order was instantly obeyed.

Queen Victoria never forgets her servants. She has decided that at the time of the celebration, every member of her household who has been with her for fifty years shall receive a gold medal ; those with her for twenty-five years, a silver one, while those who have served her for less than twenty-five but more than ten will be rewarded with a beautiful badge.

Practical Hints and Examination Papers.

A NATURE LESSON.

THE DANDELION.

One or two days previous to that fixed upon for the lesson, tell the children the subject and ask them to find out as much as possible about the dandelion.

The lesson may begin by drawing from the pupils all that they know concerning the plant. The facts, that it comes early in spring, is of the nature of a weed, is looked upon as a nuisance by people who desire nice lawns, and has a bright yellow flower, are well known to all.

Each child being provided with a plant, we then examine the different parts closely.

PARTS.

1. Root.—Large, brown outside and white inside. It is thick in the middle, and has attached to the main part small rootlets. The roots are hard to dig up. They are used as a medicine.

2. Stem—Long, smooth, and hollow. A lighter green than the leaves. It has sap inside that looks like milk, is very bitter, and stains the hands.

3. Leaf—Long, green, and narrow. It is deeply indented like teeth in a saw. The name of the plant, which means "teeth of the lion," was evidently suggested by the shape of the leaf. The leaves are used by some people for a salad.

4. Flower—Bright yellow, and made up of many little parts. It closes at night and opens with the sun. When

the blossom grows old it turns into a fluffy ball of down. The children call this a clock, and play "telling the time" by the number of puffs needed to clear the stem. The wind carries the down away, and at the end of each part is a little seed which, when it falls into the ground, grows into a dandelion.

The children may try to draw the leaf and flower. Coloured pictures may be put on the board.

Teach at least these two verses of poetry :

" Gay little dandelion
 Lights up the meads,
 Swings on her slender foot,
 Telleth her beads,
 Lists to the robin's note
 Poured from above ;
 Wise little dandelion
 Asks not for love.

Pale little dandelion,
 In her white shroud,
 Heareth the angel breeze
 Call from the cloud ;
 Tiny plumes fluttering
 Make no delay ;
 Little winged dandelion
 Soareth away."

As an exercise in reading and language place the following questions on the board, to be answered, of course, in writing :

1. What do you know about the leaves of the dandelion ?
2. How does the sap in the stems taste ?
3. If you had no dandelions in your grass how might they get there ?
4. What other yellow flowers have you seen ?

—Rhoda Lee, in the *Canadian Teacher*.

—COMPOSITION.—Write a composition of about 40 lines on the following subjects, taking the topics given as an outline :

A Pic-nic.—Topics :

- (a) Preparations.
- (b) Arrival at the grounds.
- (c) Description of the grounds.
- (d) The games engaged in.
- (e) The refreshments.
- (f) The breaking up of the pic-nic and the return home.

SCHOOL-ROOM OXYGEN.

A visitor, entering the school-room, notes at once the amount of oxygen in the moral atmosphere, and prolongs or shortens his visit accordingly. No one likes to stay where he is stifled, and everybody likes to stay where there is plenty of June air and sunshine. This is a school axiom; hence, every teacher who has few callers may infer that there is a "reason why;" that she can remove.

The real teacher is a real prophet. Her local forecasts always read, "Fair for to-morrow." Since she has the making of the school weather, she is *sure*. So are her patrons, too, and they come.

The idea, teachers, of weather probabilities, in our school-rooms, when they should be certainties, every time!

How delightful to enter a school-house where every child is breathing in pure, life-giving influence; where the teacher's "way" with her pupils, is so like the loving elder mother sister's way, that she wins and holds their allegiance. Her face may not wear the smile supposed to captivate children; she does not baby the youngest, nor use expedients to win the eldest; there is no need, since herself satisfies them. Little hands go out to brush her dress as she passes them, as if to give her the heart-caress they know she likes. The children whom she calls to her do not stand at arm's length, but so near her that arms touch, and teacher and pupil seem to find excuse for not moving away. The surroundings fit; all so pure and health-giving that every part of the child nature is being supplied with the nutriment (stimulus) it needs to insure the growth of morally strong men and women.

An ideal school this? No, real to every teacher, who knows, by happy experiment, that tactfulness, guided by a genuine love for children, is the great controlling force in school-room work.—*School Journal*.

—Boys and girls of sluggish intellect are to be found in all schools, and the skill and patience of the teacher are much exercised in dealing with them. The success with which dullards are treated, however, is one of the tests of a good teacher, and it is really more creditable to bring out the latent intelligence of stupidity than to foster the growth of precocity.—*Cycl. of Ed.*

EXAMINATION PAPERS FOR THE SUPERIOR SCHOOLS.

ENGLISH GRAMMAR (GRADE I. MODEL SCHOOL.)

SECTION I.

1. Analyze the following stanza :

Over the fields of clover
And down in the river-damp,
The fire-flies search till the morning,
Each with his flickering lamp.

2. Parse all the words in the last two lines.

3. What is meant by "sentence-drill?" Why is it necessary to study grammar? How many parts is grammar divided into? Name and define them.

SECTION II.

4. Give the definitions of the grammatical terms, *verb*, *adverb*, *case*, *mood*, *abstract*.

5. Write out in full the indicative tenses of the verb *strike*.

6. Parse the verbs in the following sentences: Champlain *founded* Quebec. Quebec *was founded* by Champlain. Champlain *was founding* Quebec. The navigator *found* Quebec at last.

SECTION III.

7. Correct the following sentences and write out the grammatical rule that was broken: Between you and I, he thinks he is smarter than me. He writes more correctly than any of us. Is it me that you mean? You hadn't ought to say these there things about no one. Champlain he founded Quebec, when sent out from France for to explore the St. Lawrence.

8. Give five nouns that have two distinct gender forms, five adjectives of irregular comparison, and five irregular transitive verbs. Indicate the irregular forms in every case.

9. Write out the table of the personal pronouns with their declensions.

DICTATION, READING AND WRITING (FOR ALL GRADES.)

Dictation.

GRADE I. MODEL SCHOOL.—The first eighteen lines on page 219, of the Fourth Reader, beginning with a paragraph. This dictation is to be given on Monday afternoon, from 2 to 2.30.

GRADES II. AND III. MODEL SCHOOL OR GRADE I. ACADEMY.—The first twenty lines on page 306 of the Fifth Reader, beginning with a paragraph. This dictation is to be given on Monday morning, from 10.30 to 12. .

GRADE II. ACADEMY.—The paper set by the 'A. A. Examiners shall be taken by this grade. In giving the dictation, the deputy examiner or teacher should first read over the whole passage continuously to the pupils, and then read out the sentences phrase by phrase without repetition. No word or portion of a word is to be read out by itself.

Reading.

FOR ALL GRADES.—For all Grades the deputy-examiner may select any passage within the prescribed pages in the readers, giving 100 marks in each grade as a maximum. The reading may be heard at any time during the examination convenient to the deputy-examiner, if the time mentioned in the time-table is not sufficient. The main points to be taken notice of in making the awards for reading are naturalness of utterance, clear enunciation, and proper emphasis. The pupil who takes less than 75 marks in this subject as well as in dictation will be considered as having failed in the subject.

Writing.

The paper set by the A. A. Examiners is to be taken only by the pupils of Grade II. Academy; for the pupils of all other Grades any fifteen lines of prose and any fifteen lines of poetry may be written from memory or from the Reader. The general character of the writing of the pupil in all the papers will also be taken into account.

FRENCH (GRADE I. MODEL SCHOOL.)

SECTION I.

1. Translate into English.—Je déjeune à huit heures avec mon père et ma mère. Nous avons souvent de bonnes choses à manger. Je demeure dans la province de Québec, dans la ville de..... .. et je vais à l'école à neuf heures tous les jours, excepté le dimanche. Il y a trente élèves dans notre école. Je ne crois pas que j'aurai un prix.

2. Translate into French :— I take three meals a day, breakfast, dinner and supper. There are many fine articles in the shop windows of the town. I have never lived in any country but Canada. It is half-past three and I must make haste. There is generally a number of prizes given every year.

3. Answer the following questions in French:—When do you take dinner every day? What work do you do between breakfast time and dinner? How many teachers are there in your school, and how many boys? How many months are in the year, how many days in the week? Name them. What day of the month is this? What are the names of the articles on the teacher's desk?

SECTION II.

4. What is the French for:—Horse, eye, right, left, up, down, master, mistress, sun, moon? What is the English for: *bon, meilleur, pied, bras, affaires, ville, foule, rivage, glace, ciel*?

5. Give ten adjectives in French, and place them before six appropriate nouns with the article denoting the gender.

6. Quote any verse from the Bible and translate it into French.

SECTION III.

7. Give ten verbs in French, and give their equivalents.

8. Write out in full with the English all the tenses you know of the verb *avoir*.

9. Translate into French:—How do you do? Where are you going to-day? We are having excellent weather for this time of the year. Are there many going to the pic-nic, do you think? Are any of your brothers or sisters going with you? How long do you expect to be away?

MENTAL ARITHMETIC (GRADE I. MODEL SCHOOL.)

- | | |
|--|-----------|
| 1. What is the sum of $9149 + 6738 + 8235$? | Ans..... |
| 2. Multiply 4848 by 25 and divide by 3. | Ans |
| 3. Divide 10 gross by 5 dozen. | Ans |
| 4. Multiply 348,652 by 19. | Ans..... |
| 5. How much is $\frac{3}{4}$ of $\frac{1}{2}$ of 5670? | Ans..... |
| 6. Subtract from 19 score of apples ten dozen. | Ans..... |
| 7. How many drams are there in 6 lbs? | Ans..... |
| 8. How many yards are there in 90 miles? | Ans..... |
| 9. Divide 48 feet by 4 inches. | Ans..... |
| 10. Multiply 647829 by 81. | Ans..... |

In answering the above questions, I solemnly declare that I have used my pen or pencil in writing down the answers only. No marks will be given when an erasure has been made in the answer.

Signature of pupil,.....
Grade,.....

ARITHMETIC (GRADE I. MODEL SCHOOL.)

1. Find the sum of \$33.28, \$1645.22, \$864.98, \$2.03, \$88.88, \$64.59, \$29.38, \$3608.29, \$450.45, \$72.75, \$684.58, \$92.98, \$78.38; from the sum subtract \$184.56, and multiply the remainder by 365.

2. Divide \$9867542.36 by 98 and prove by multiplying the divisor and quotient that you are correct.

3. Bought 375 tons of anthracite coal for \$6.75 a ton; 982 tons of Nova Scotian coal for \$2.40 a ton; 675 tons of Scotch coal for \$3.50 a ton; and 99 tons of Welsh coal at \$6 a ton. What was the full amount paid for the coal thus purchased?

SECTION II.

4. Find the prime factors of 19175 and the Greatest Common Divisor of 840, 312 and 408.

5. What is the Least Common Multiple of the numbers between 20 and 40, both of these numbers being included?

6. Find the sum of $8\frac{1}{2}$, $25\frac{2}{7}$, 19, and $68\frac{1}{11}$; and subtract from the sum, $36\frac{1}{7}$.

SECTION III.

7. I bought $\frac{2}{7}$ of $84\frac{1}{2}$ acres of land for $\frac{1}{3}$ of \$35847; what was the price per acre?

8. Find the value of:

$$\frac{5}{7} \text{ of } \frac{1}{15} - \frac{1}{14} \div (\frac{3}{4} + \frac{1}{3})$$

9. A man sold $\frac{5}{12}$ of his farm at one time, $\frac{3}{4}$ at another and the remainder for \$180 at \$45 an acre; how many acres were there in the farm?

CANADIAN HISTORY (GRADES I. AND III. MODEL SCHOOL.)

SECTION I.

1. This is the four hundredth year since the Cabots set sail to America. Write a paragraph about these explorers.

2. Name the other English explorers in the West. Which of them had the most to do with the history of Canada? Give an account of his principal voyage.

3. Describe Champlain's exploration up the river Ottawa?

SECTION II.

4. Give an account of the times of Governor D'Ailleboust.

5. What part did Governor Haldimand take in colonizing the country west of the river Ottawa? Who were the U. E. Loyalists?

6. What was a Seigneur? What was a Freeholder? What is meant by Feudal Tenure?

SECTION III.

7. What is an Act of Parliament? Give the meaning of the terms as used in connection with Parliament: *adjourned*, *prorogued*, *dissolved*.

8. Under what circumstances was the Alien Bill passed during the time of Sir James Craig?

9. Enumerate five prominent events in connection with the war of 1812-14.

ENGLISH (GRADE I, MODEL SCHOOL.)

SECTION I.

1. Write three verses of poetry, each verse from a different author; and give the title of the piece with the name of the author.

2. Write out the first two stanzas of "The Soldier's Dream."

3. Who wrote: (a) "Heat me these irons hot."

(b) "Out and in the river is winding."

(c) "All day the low-hung clouds have
dropped Their garnered fullness
down."

(d) "We buried him darkly at the dead
of night."

SECTION II.

4. Give the derivation and meanings of the words: — *Pastern*, *spume*, *garnered*, *abrupt*, *continuous*, *conviction*; and add prefixes to the following words: *light*, *heart*, *take*, *rest*, *dim*.

5. Spell the following words correctly: *Iressistible*, *centuryrs*, *prepareing*, *consious*, *melancoly*, *buisness*, *ocasion*, *untill*, *skilfull*, *seperate*.

6. Write out ten sentences of at least fifteen words in length, each containing one of the above words respectively, to show that you know their meaning.

SECTION III.

7. Write an essay on "Our Dominion," or on "The Beaver."

8. Tell in your own words the story of "How they brought the good news from Ghent to Aix."

9. Reproduce in your own words the paragraphs read to you twice by the examiner. (Gage's Reader IV, page 204. "Advice to young men," paragraphs 1 and 2.)

DRAWING, (GRADE MODEL I. SCHOOL.)

1. Draw a square with its diameters and diagonals intersecting, and by joining the middle points of the half of these form a symmetrical star.

2. Draw a cone and a square pyramid three inches in height.

3. Draw from memory the picture of any animal. (The picture will receive no marks if it is not carefully drawn in due proportion.)

4. Enlarge the figures given below one and a-half times and be sure and complete them with a carefully drawn finishing line. (No ruler is to be used in drawing any of the figures required in this paper. The paper used must be drawing paper cut to the proper size.)

BOOK-KEEPING (FOR ALL GRADES.)

1. What object is to be gained by keeping a set of books? What book would be sufficient to shew a man whether he is living within his income or not?

2. Are the terms *debtor* and *creditor* ever applied otherwise than to persons? If so, what is their meaning in such cases?

3. What is the purpose of closing an account. Describe in full the method of closing an account. What is meant by "posting one's books?"

SECTION II.

4. What is the difference between an *invoice* and an *account*? What is an *invoice register*? What entries are made in it and when?

5. Draw up in your neatest writing the business form of an account between Alex. Campbell and Macpherson Mc-

Lean & Co., including at least ten items and amounting to \$345.16.

6. What is meant by the following abbreviations: C. O. D., E. & O. E., mdse., inst., ult., pp., %, c/o., hhd., no.

SECTION III.

7. Explain what is meant by a "Draft payable at sight." Write out the form.

8. What entries have to be made when goods are returned that have been charged to customers? Illustrate by a Ledger Account drawn up by yourself.

9. Explain the following business terms: *Underwriter, voucher, deficit, assignee, audit, balance sheet, inventory, policy, premium, discount.*

PHYSIOLOGY (FOR ALL GRADES.)

SECTION I.

1. Give name, location, and office of each of the two general divisions of the brain?

2. Explain the meaning of the terms:—Narcotic, Fracture, Dislocation, Sprain, Artery, Cerebrum, Pleura, Saliva.

3. Describe the two processes in respiration.

SECTION II.

4. Name the special senses and tell which have organs protected by the bones of the skull and face.

5. Muscles are said to be voluntary, involuntary, flexors, and extensors. Define each and give an example.

6. Name five fluids with which the food is mixed during the process of mastication and digestion. What are the ingredients of the blood?

SECTION III.

7. Describe the effects of impure air on the human system, and show the benefits derived from proper ventilation.

8. What are the physiological arguments advanced against the use of alcohol? What organs are affected by it when it is taken into the system?

9. What danger is there in encouraging children to walk at too early an age? Describe the structure and composition of the bones.

GEOGRAPHY (GRADES I. MODEL SCHOOL AND I. ACADEMY.)

SECTION I.

1. Name all the rivers in North America that flow into the Atlantic Ocean.

2. Name the States that lie along the boundary-line between Canada and the United States, and give the names of the capitals of these States. (This question is to be answered in parallel columns.)

3. Describe the natural features of the western coast of North America, naming the coast-waters and capes.

SECTION II.

4. Draw a map of Nova Scotia, with at least fifteen names of rivers and towns neatly inserted. (No marks will be given to a map drawn carelessly.)

5. What is included within the "Canal System" of Canada? Name five towns and cities connected with the Canadian Canal Trade, and name all the canals.

6. What and where (give situation as exactly as possible) are the following places: Calumet, Mistassini, Chaudière, Magog, St. Clair, Yukon, Nanaimo, Calgary, Goderich, Souris.

SECTION III.

7. Draw a map of South America with its various countries indicated. Mark the course of the Amazon and its tributaries, writing in their names.

8. Enumerate the exports of the various countries of South America.

9. Where (give situation as exactly as possible) are the following places: Bogota, Quito, Buenos Ayres, Santiago, Lima? Write a sentence in connection with each place, describing some striking feature of its importance.

SACRED HISTORY (MODEL SCHOOL, GRADE I.)

SECTION I.

1. Write out the verses of the Sermon on the Mount that refer to alms-giving, and treasure-storing.

2. What is the "golden rule"? What was the "new commandment" Christ gave to the world? Is there any corresponding commandment in the decalogue?

3. Repeat the story of the "Prodigal Son."

SECTION II.

4. Write out the words of the Fourth Commandment. What does Christ say about the keeping of the Sabbath ?
5. Compose five sentences of twenty words each, narrating separate events in the life of Christ.
6. Name five of Christ's miracles and describe any one of them.

ENGLISH GRAMMAR (GRADE II. MODEL SCHOOL.)

1. Analyse the following stanza :

Feudal realm of old romance,
Spain, thy lofty front advance,
Grasp thy shield and couch thy lance.

2. Parse the words *realm, front, advance, Spain, couch, thy, lance.*
3. Give the definition and derivation of all the grammatical terms used in parsing a *noun* in full.

SECTION II.

4. What is a transitive verb ? What is a copulative conjunction ? What is an abstract noun ? What is a qualitative adjective ? Give examples with your definitions.
5. What is meant by "sentence drill ?" How often have you had it in your school during the year ? Make the three kinds of sentences, with not less than twenty words in each, containing an item of geographical fact.
6. Analyze all the sentences in any four or five lines of poetry you have committed to memory.

SECTION III.

7. Name the parts of speech that have number and person and define them.
8. What adjectives are irregularly compared ? What is comparison ?
9. Re-write the following composition and make the necessary corrections, filling in the words left out.

The———in which I wrought laid on the southeren shore of a nobble———bay, or frith rather, with a———clear stream on the———side, and a fir-wood on the other. It had been opened in the old red sandstone bank of dilluvial clay.

ALGEBRA (GRADE II. MODEL SCHOOL.)

SECTION I.

1. If
- $x=19$
- , find the numerical value of :

$$\frac{7x+5}{23} + \frac{9x-1}{10} - \frac{x-9}{5} + \frac{2x-3}{15}$$

2. If
- $x=3$
- ,
- $y=4$
- , and
- $z=0$
- , find the numerical value of :

$$\left\{ 5x^2 + 2(y+2)^2 \right\} - \left\{ 5x^2 - 2(y+3)^2 \right\}$$

3. Simplify :

$$(2a^3 + 2a^2b + 2ab^2) - (2a^3 + a^2b + ab^2 - b^3) + (a^3 - a^2b - ab^2 - 2b^3)$$

SECTION II.

4. Define,
- term*
- ,
- coefficient*
- , and
- factoring*
- .

5. Take $x^4 - 4x^3y + 6x^2y^2 - 4xy^3 + y^4$ from $x^4 + 4x^3y + 6x^2y^2 + 4xy^3 + y^4$, and subtract the result from their sum.

6. Subtract the sum of the quantities $a^4 + 2a^2b^2 + b^4$, and $a^4 - 2a^2b^2 + b^4$, and $a^4 - 2a^2b^2 + b^4$ from $6a^4 + 8a^2b^2 + 6b^4$.

SECTION III.

7. Multiply
- $a^2 + 2ab + b^2$
- by
- $a^2 - 2ab + b^2$
- .

8. Divide
- $a^6 - a^4b^2 - a^2b^4 + b^6$
- by
- $a^3 - a^2b - ab^2 + b^3$
- .

9. Find the continued product of
- $x^4 + y^4$
- ,
- $x^2 + y^2$
- ,
- $x + y$
- , and
- $x - y$
- .

N. B.--All the work must be shown. No marks will be given for the mere answer even should the answer happen to be right.

FRENCH (GRADE II. MODEL SCHOOL.)

SECTION I.

1. Translate into English :—Un voyageur rencontre un Canadien dans la forêt. La vache n'est pas borgne de l'œil droit. Le roi dine à huit heures avec ses courtiers dans la grande salle. Sur le chemin de l'école il nous faut glisser l'un après l'autre sur la glace. Je vais faire mes adieux à mes professeurs aujourd'hui. Tant pis pour vous, vous n'étudiez pas maintenant, ni la géométrie, ni les langues modernes, ni le grec. J'espère que vous vous amuserez beaucoup. Donnez-moi un verre d'eau s'il vous plaît, mademoiselle.

2. Translate into French :—Do you go into town often? Did they go away when they came to the level place? The little man resented in a lively way the insult he had received. The judge was thoroughly convinced that the man was not guilty. How many times have you been absent from school this year.

SECTION II.

3. Answer in full sentences of at least ten French words each, the three queries in question 2.

4. Give the parsing of *rencontre*, *est*, *dine*, *glisser*, *étudiez*, *espère*, *donnez*.

5. Give the different forms the article assumes in French, What is the difference between *j'ai d'argent* and *j'ai de l'argent* : between *je l'aime* and *je vous aime*.

SECTION III.

6. Translate into French :—They have not. He has not. Has he not? We were not nor ever will be. They have never had. They should have had. I should like to have.

7. Give the past subjunctive of *être* and the future indicative of *avoir*, in English and French.

8. Write out in full the past definite of *donner* interrogatively and negatively, giving English and French.

MENTAL ARITHMETIC (GRADE II. MODEL SCHOOL.)

1. What is the sum of $29385 + 91485 + 51987 + 83396$? Ans
2. Write down the difference between five million five thousand, and sixteen hundred ? Ans.....
3. Multiply 643969 by 71. Ans.....
4. Divide 98,000 by $\frac{1}{5}$ of 625. Ans.....
5. When an English shilling was valued at 24 cents, what was the value of £96 in dollars ? Ans.....
6. Divide 64824 oz. by 1 lb. (Troy Wt.). Ans.....
7. Add $18\frac{1}{2} + 19\frac{1}{2} + 27\frac{3}{4} + 15\frac{1}{3}$. Ans.....
8. Multiply 98,000 by $\frac{1}{5}$ of 625. Ans.....
9. What is the product of $15 + 15 + 5$? Ans.....
10. How much is $\frac{1}{2}$ of $\frac{2}{3}$ of 216,870 ? Ans

In answering the above questions, I solemnly declare that I have used my pen or pencil in writing down the answers only. No marks will be given to any answer having an erasure or blotting about it.

Signature of pupil.....

Grade.....

ARITHMETIC (GRADE II. MODEL SCHOOL.)

SECTION I.

1. The sum of $\frac{2}{3}$ of $\frac{3}{4}$ and $\frac{2}{3}$ of $\frac{5}{4}$ is equal to how many times their difference?

2. Find the difference between the product and the quotient of 3.125 by .64.

3. A man living at the rate of \$7,000 a year for 6 years finds that he has been living beyond his income, and reduces his expenditure to \$5,000 a year; at the end of 4 years he finds that he is just out of debt; what is his income?

SECTION II.

4. Reduce 654321 drams to tons.

5. How many times are 21 cub. yds., 22 cub. ft., 119 cub. in., contained in 1156 cub. yds., 8 cub. ft., 1123 cub. in.

6. A father left his eldest son \$2,500 more than he left his second son, and he left his second son \$2,000 more than he left his third son; the third son's share was \$12,000; what was the whole property worth?

SECTION III.

7. Find the expense of covering the floor of a room containing 59 sq. yds., 2 sq. ft. at 9 cts. per sq. ft.

8. Write out the table which runs from pints to bushels.

9. Find the number of days from Dec. 1st, 1896, to June 1st, 1897, both days to be included. How many days remain of the year up to Dec. 1st, 1897?

BRITISH HISTORY (GRADE II. MODEL SCHOOL.)

SECTION I.

1. Who were the earliest inhabitants on record who possessed the island of Great Britain? Why were their priests called Druids?

2. Describe the battle that changed the rulers of Britain in 1066.

3. Write out in a column any ten events in the history of England during the Saxon period, giving dates.

SECTION II.

4. What is the story of Thomas à Becket? Narrate it in your own words, attending carefully to the construction of your sentences.

5. "John was a very bad king." Advance as an argument proving this, any five events that occurred during the times in which he lived.

6. Who were Cœur de Lion, Hampden, Monmouth and Bonaparte? Express your opinion about their characters.

SECTION III.

7. This is the "Diamond Jubilee Year." Write a paragraph on the reign of Queen Victoria, referring to three important events in her life.

8. Name three important treaties connected with English history, giving dates and particulars.

9. What were: *Magna Charta*, *Habeas Corpus* and the *Reform Bill*?

ENGLISH (GRADE II. MODEL SCHOOL.)

1. Who wrote?

(a) "Breathes there a man with soul so dead."

(b) "Butchered to make a Roman holiday."

(c) "And the night shall be filled with music."

Give the title of the piece from which each extract is taken.

2. Name any five poets, and give a short extract of not less than four lines from the writings of each. State the name of the poem from which you have quoted.

3. Reproduce in your own words the substance of the poem entitled "The Mother's Jewels."

SECTION II.

4. Name in order of size any five cities mentioned in your Reader, and give a description of "The Destruction of Pompeii."

5. Give the meaning and derivation of any ten trisyllables and write ten sentences, each containing one of these words to show that you know the meaning of the word used.

6. Spell correctly, break up into syllables, and mark the accented syllable in each word: refulgent, combatents, incessant, menase, dementions, disipline.

SECTION III.

7. Write an imaginary account of an Arctic Expedition from the following heads :

1. Object of the expedition. 2. The time of the year in which a start was made, and how the ship was provisioned. 3. The route: what oceans crossed: what countries, straits, bays, passed. 4. Account of the Esquimaux. 6. Icebergs, seals, walruses, whales. White bear shot. 8. How the long winter days were passed.

8. Write a composition on "The Great Pyramid."

9. Reproduce in your own words the substance of a paragraph read twice in your hearing by the examiner. (Page 259, Gage's Reader V., par. 13. *Social Aspects of Temperance.*)

DRAWING (GRADE II. MODEL SCHOOL).

1. Draw a cone having for its base an ellipse at least two inches in the length of its sides.

2. Draw a circle within and without an equilateral triangle.

3. Represent on paper the full figure of any animal. (The figure to be at least four inches in length. No marks will be given to a carelessly finished figure.)

4. Enlarge the figure below, one and a half times its size and complete it with the usual finishing line. (The paper used to be drawing paper cut to the size of quarter-sheet foolscap. No marks will be given to a carelessly finished figure.)

LATIN (GRADE II. MODEL SCHOOL.)

SECTION I.

1. Translate into English:—*Reginarum filiae amicitiam nautarum laudant. Pueri cum ancillis per campum ambulat. Vir pveros bonos semper laudat. Multi pueri reginae in agris hodie erant. Rex trabes longas ex multis silvis portat. Milites virorum nomina saepe rogant. Nonne flos pulcher in horto meo est? Romani pacem cum finitimis suis confirmant. Epistola hostium imperatori Romanorum non grata est. Carmen magna voce cantat.*

2. Translate into Latin:—We fight for our native land. The queen praises the letter of the queen. The farmer's daughters are walking in the garden.

SECTION II.

3. Parse all the words in the first Latin sentence, and show their relation to one another.
4. Classify in three groups all the nouns in the above Latin sentences (Ques. 1.) according to their gender.
5. Decline a representative noun from each of the first three declensions giving the English.

SECTION III.

6. Write out the subjunctive tenses of the verb *sum* with the English.
7. Decline *bonus vir* throughout, with the English.
8. Write out three English sentences of not less than ten words each, and give the Latin translation of each underneath each. (The sentences are not to be taken from this paper.)

SACRED HISTORY (GRADE II. MODEL SCHOOL.)

SECTION I.

1. Give an account of the destruction of Sodom and Gomorrah.
2. Narrate in your own words the story of Elisha and Naaman.
3. What was Haman's Plot ?

SECTION II.

4. Give an historical statement connected with each of the following: Achan, Eli, Gehazi, Darius, Ezra.
5. Draw a map of Palestine.
6. Name the twelve tribes of Israel. Name the twelve sons of Jacob.

SECTION III.

7. What events led to the departure of the children of Israel from the land of Egypt ?
8. Give a description of the tabernacle and its furniture, illustrating your description by a diagram.
9. What events happened respectively at Hebron, Ai, Sinai, Kadesh, Hor.

GEOGRAPHY (GRADE II. MODEL SCHOOL.)

SECTION I.

1. Name five of the principal exports of England, and the localities which produce them.
2. What is a county? Name any ten of the counties in Ireland with their chief towns.
3. Give a short description of the physical features of France, naming particularly its rivers and mountain ranges.

SECTION II.

4. What are the ten largest towns in Scotland? State explicitly where they are situated.
5. Draw a map of Italy and insert at least fifteen names in it of places whose location you know. (No marks will be given to a map carelessly drawn.)
6. Tell what you know of the geography of Greece, and the causes which led to the present war.

SECTION III.

7. What and where are? Land's End, Malta, Vesuvius, Weser, Wight, Cologne, Garonne, Dover, Crete, Turin.
8. Name the towns on the Rhine, and state for what each is famous.
9. Write a description of the Mediterranean Sea, giving the names of its European coast waters and islands.

Books Received and Reviewed.

[All Exchanges and Books for Review should be sent direct to the Editor of the *Educational Record*, Quebec, P. Q.]

The June issue of the *Canadian Magazine* is a jubilee number, and contains, besides the usual abundance of excellent literary matter, an article on "The Childhood of the Queen," by Fritz Hope, with ten special illustrations; "The Queen's Horses and Carriages," with twelve copyright photographs, by Mary Spencer Warren; "Canada's Progress in the Victorian Era," by John A. Cooper (the editor); "The Queen's Reign: Its most Striking Characteristic and most Beneficent Achievement," a symposium contributed to by Principal Grant, Prof. Goldwin Smith, A. Conan Doyle, Newman Hall, D.D., and others. Dr. Bourinot contributes

a paper on "English Principles of Canadian Government," and David Christie Murray discusses the characteristics of Crockett and Maclaren. The *Canadian* and *Massey's* have amalgamated, and the publishers of the new *Canadian Magazine* promise subscribers a magazine combining all the good features of both,—a magazine in every way worthy of Canada and suited to Canadian readers.

The valedictory number of *Massey's* appears for June, and is an excellent issue of a periodical which had established a place for itself in the world of current literature. While regretting its disappearance, we hope to be able to congratulate all connected with the powerful *Canadian Magazine*, which, it is expected, will be the result of the amalgamation.

In the *Ladies' Home Journal* for June is a timely article, by William George Jordan, on "What Victoria has Seen," which graphically recounts the progress of the world in the past sixty years, since the coronation of our Sovereign. Charles Dana Gibson continues his series of drawings, "The People of Dickens," with a most interesting picture of Mr. and Mrs. Micawber, David Copperfield and Traddles. All the usual editorial departments of the *Journal* are filled with appropriate matter, making the number an attractive one from cover to cover.

The June *Atlantic Monthly* contains an article of special educational value, by William J. Shearer, on "The Lock-Step of the Public Schools," in which are brought to light the weaknesses in the usual system of grading pupils. Other good articles are, "Greece and the Eastern Question," and "In Quest of Ravens," by Bradford Torrey. Paul Leicester Ford's "Story of an Untold Love" is brought to a charming finish in a charming manner, and there are several good poems and book reviews.

A SHORT HISTORY OF THE UNION JACK, by W. H. Holmes, and published by the Copp, Clark Company, Toronto, is a book which has been very deservedly praised. It describes the development of Britain's flag, and comprises a chronological list of the important victories won by Britain's army and navy, with well-written notes on the principal battles. There are several valuable appendices having special reference to Canada; and, with respect to the general appearance and arrangement of the book, nothing

but good can be said. It is a book that should find a place on the shelves of all our school libraries, though it is by no means a book exclusively for the young.

THE MISFORTUNES OF ELPHIN, AND RHODODAPHNE, by Thomas Love Peacock, and published by MacMillan & Company, London and New York. Our thanks are due to the Copp, Clark Company of Toronto, for the great pleasure derived from the reading of what some consider Peacock's most interesting work. The pleasure of perusal is greatly enhanced by the appreciative introduction by George Saintsbury and the highly artistic drawings of F. H. Townsend. We feel sure that few will follow the misfortunes of Elphin without a feeling of keen enjoyment, an enjoyment for which the old improbable, Seithenyn, is not a little responsible. The latter half of the book gives the author's "Rhododaphne, or the Thessalian Spell," with a preface and such notes as are necessary to explain or justify the text. It is also beautifully illustrated by the same artist.

STORIES OF LONG AGO, by Grace H. Kepfer, and published by Messrs. D. C. Heath & Company, Boston, Mass., is a most interesting and valuable little book, containing many of the legends of Grecian and Roman lore. It makes the mythological tales found in classic reading, plain and simple for young people. The stories are told in a pleasant style and in excellent English. We consider it worthy of commendation as furnishing good supplementary reading for the pupils of the academy and model school grades of our schools.

Official Department.

NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Administrator has been pleased to appoint, on the 14th of April last (1897), Mr. James Ellis, school trustee for the municipality of the "Banlieue" of Quebec, to replace Mr. W. C. J. Hall.

His Honor the Lieutenant-Governor has been pleased, on the 14th May last (1897), to make the following appointments:

School Commissioners.

County of l'Assomption, Saint Sulpice:—Mr. Amédée Cormier, to replace Mr. Oscar Landry, absent.

County of Hochelaga, Saint Charles du Bas du Sault :—
Mr. Alphonse Pigeon, to replace Mr. Joseph Turcot, absent.

County of Hochelaga, village Turcot :—Mr. Pierre McDuff, to replace Mr. Dosithée Deslauriers, absent.

County of Richmond, village Melbourne :—Mr. J. B. Fregian Baker, to replace Mr. George Hamel, deceased.

County of Yamaska, Saint Thomas de Pierreville :—Mr. Joseph Gamelin, to replace Mr. Adolphe Laperrière, senior, absent.

School Trustee.

County of Montcalm, Rawdon :—Mr. Richard Boyce, to replace Mr. John Booth, deceased.

20th May.—To detach from the school municipality of Saint Vincent d'Adamsville, county of Brome, lots Nos. 1 to 10 inclusive, of ranges II and III, of the township of East Farnham, and lots Nos. 3 to 10 inclusive, of range IV, of the said township.

To erect into a school municipality (for Roman Catholics only), under the name of "Saint Pierre de Vérone," county of Missisquoi, the territory hereinafter described, to wit: Nos. 16 to 20; 26 to 39; 45 to 52; 58 to 72; 73 to 92, 97 to 105; 108 to 110; 132 to 153; 155 to 211; part of lot 214; part of lot 228; 241 to 243; 251 to 257; 263 and 264; all inclusive, of the plan and book of reference of the official cadastre of the township of Stanbridge, county of Missisquoi, (school municipality of Saint Damien de Stanbridge :

Also lots 120 to 123; 125 to 137, all inclusive, of the plan and book of reference of the official cadastre, in the school municipality of Notre Dame des Anges de Stanbridge, Missisquoi;

Also lots Nos. 1 to 15; 21 to 25; 40 to 44; 53 to 57; 73 to 78; 93 to 96; 106 and 107; 111 to 131, and 154, all inclusive, of the plan and book of reference of the official cadastre of the township of Stanbridge, school municipality of Saint Sébastien, Iberville;

Also Nos. 170 to 181, inclusive, all of the plan and book of reference of the official cadastre of "Saint George de Clarenceville," Missisquoi, also in the school municipality of Saint Sébastien, Iberville. Lastly, lots 154 to 173; 347 to 355a; 356 to 360; 360a, 361 to 369, all inclusive, of the plan and book of reference of the official cadastre of Saint Sébastien, Iberville.

The erection of this new school municipality will take effect on the 1st of July, 1897.

To detach from the school municipality of the "village" of Saint Pudentienne, county of Shefford, the following lots of the cadastre of the parish of Saint Pudentienne, to wit: Nos 1, 2, 3a, 3b, 3c, 3d, 3e, 4a, 4b, 4c, 5a and 5b, and to annex them to the school municipality of the "parish," of Saint Pudentienne, same county.

This annexation will take effect on the 1st of July, 1897.

21st May.—To appoint Mr. Geo. de G. Languedoc, junior, school trustee for the municipality of Outremont, Jacques Cartier County, to replace Mr. Geo. de G. Languedoc, senior, whose term of office has expired.

4th June.—To appoint Mr. François St-Germain, real estate agent, school commissioner for the municipality of Saint Henri, county of Hochelaga, to replace Mr. L. A' Picard, whose election was illegal, and who has resigned.

7th June.—To detach lots 19, 20 and 21, in the fifth range of the township of Melbourne, otherwise known as Melbourne and Brompton Gore, from the school municipality of the township of Melbourne, county of Richmond, and to erect them into a new school municipality under the name of "the school municipality of the village of Kugsbury."