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**Articles : Original and Selected.**

THE PRONUNCIATION OF LATIN.

BY DR. A. J. EATON, MCGILL UNIVERSITY.

We may sum up the researches into the Latin pronunciation in the words of Roby :—" We have here a pronunciation which does not differ from that of Cicero more than the pronunciation of educated men in one part of England would differ from that heard in other parts." We might state the case in other words by saying that now our facilities for learning the true pronunciation of the ancient Latin are equal, at least, to those we have for learning French or German by means of books without a living teacher.

Having thus briefly stated what the Latin pronunciation is, and upon what basis it rests, let us consider the claims it has on our attention, and the main objections to its introduction. In the first place, we may observe that having ascertained the pronunciation of the Latin of the Augustan period, it is natural, reasonable and consistent, that we should employ it in the study of that language. In the acquisition of any foreign language, its sounds are never neglected, though there may be no intention on the part of the learner of making any practical use of them by way of conversation. He feels that he has thus entered a little more into the spirit of the language, though he can but approximately utter the foreign sounds. It ought to be borne in mind, too, that in the study of a foreign tongue, our utterance of it can be only an approximation, for no foreigner

can ever pronounce like a native, though he may have been trained for many years under the best of masters. The fact, then, that we can never expect to reproduce exactly the same tones with which Cicero spoke his orations affords no reasonable ground for discarding the Latin pronunciation. Ritschl answered years ago the objection he knew would be made in these words:—"Suppose we are not sure of one or two sounds, is that any reason why we should pronounce *all* in a way we know to be *entschieden grundfalsch*?" Granted that our organs of speech are by habit not capable of reproducing the fine intonation and accent of the Roman, this fact furnishes no better argument for relinquishing the approximate Latin pronunciation than that we should give up entirely the study of the literature of Greece and Rome, since we, under our changed conditions and modes of life and thought, cannot appreciate as the Greek and Roman appreciated the scenes their historians depicted or the sentiments their poets breathed.

We observe, in the second place, that during the past quarter of a century substantial advances have been made in every department of Latin scholarship, and more especially in the science of grammar and the historic development of forms. The once prevalent mechanical method of treating the science of language has given place to scientific correctness. The "New Grammar" endeavors to set down the sure results of comparative philology, but admits no doctrines which are not universally accepted by scholars, and for which convincing evidence is still lacking. But so important have been the discoveries in this branch of science, that it may safely be said that in no study have there been made more radical changes within the last generation than in this. With this so-called "New Grammar," the Latin pronunciation is intimately, if not indissolubly, linked. In the more advanced and critical study of the language, a knowledge of this pronunciation is indispensable for its intelligent interpretation and a comprehension of its true and natural development. And not only is philologico-linguistic research promoted thereby, but a better appreciation of the metre in poetry and rhythm in prose can be gained by approximating our utterance of it to that of the Roman.

Again, by the Latin Method, we shall approach the Continental pronunciations, without sacrificing scientific accuracy or humiliating ourselves by seeking a foreign substitute. We have in it a basis for an International pronunciation, and the only one which the whole English race and the educated world are likely to adopt; for, if the question be asked: What pronuncia-

tion shall we adopt if we reject the Latin? we shall be confused by the babel of tongues that respond. There are the advocates of the modern Italian as being a *living, natural* guide, though I know of no school adopting the same. One can hardly be justified in speaking of the modern Italian as a living and natural guide. In the case of the consonants it cannot be accepted as a guide. A competent authority states that the ancient Latin pronunciation probably differs more widely from the Italian of to-day than from any other of the Romance tongues. The modern Greek, or Reuchlinian, pronunciation likewise has found but little favour. Neither of these methods has any sufficient advantage over the English pronunciation, so far as the study of the ancient languages is concerned. Modern Greek, modern Italian and modern English alike are essentially different in their utterance, having a strong stress-accent and having lost the feeling of a fixed quantity.

The so-called Continental Method is current now in many schools in America, and was employed in England till the sixteenth century. But, strictly speaking, there is no Continental system, since for centuries the law of nations has been for each to pronounce Latin after the analogy of its own tongue. Under these circumstances, the scholar who employs the Continental mode ought to define accurately what variety he prefers of its many phases. The result of the introduction of this method has been that scarcely any two schools can be found among those which have adopted it, agreeing in their use of the vowels or consonants.

The chief arguments against the introduction of the Latin pronunciation have been (1) that it would have an evil reflex influence on our language, and (2) that its adoption in our schools would involve a waste of the student's time. Similar arguments might be urged against the study of any foreign language. But has it been found that our increasing attention to the French and German languages, for example, has revolutionized and ruined our English tongue, as we have been told in all seriousness by the advocates of the English method that the Latin pronunciation is likely to do? And it is to be remembered that the English pronunciation has been, and is, ever undergoing change. Nothing, in fact, is more insidious than the change that is constantly going on in language. One man believes that he is speaking the language of his fathers. He is so far from it that he does not even speak the language of his youth. "But the Latin may be compared to a gigantic tree which has attained its growth—it is complete, perfected;"

no longer subject to decay and growth. If, then, the Latin pronunciation is fixed for all time, it can have but one influence on our language: to guard it against injury from the ignorant and careless and vicious. The influence of a cultured language in its highest stage of development cannot be deleterious. The tendency will be to retain the vigour of our English sounds. But, as some one has well said, an argument from some supposed superiority of one sound to another seems worthless. The question is one of historical fact, not of æsthetical selection.

In reply to the second objection, we affirm that the Latin method will, upon the whole, secure a gain of time; for there are some difficulties in adapting the English pronunciation to Latin, since special rules are needed which are more perplexing to the student than all the directions necessary to guide him in the true pronunciation. By training a pupil, moreover, from the beginning to a correct quantitative pronunciation, it will do away with the arbitrary rules of quantity, which otherwise he is called upon to commit to memory. His very pronunciation of the words gives him the quantity of every vowel, and since quantity is the only law of Latin poetry, he has nothing more to learn. The drilling in the quantitative pronunciation, especially if attended to from the beginning, will afford comparatively little trouble. It is, in this respect, like the Greek accent: if insisted on from the beginning no loss, but a complete gain, results, as the student advances in his work. If the scholar has lacked that primary drill, a little practice will not make him perfect, but it will be sufficient to cause him to appreciate the difference of length between the long and short vowels.

In the present paper we have attempted to confine ourselves exclusively to the subject assigned us, and we hope it will not be felt that we are attaching an undue importance to this part of Latin scholarship. We all agree that the great object of classical education is that the student should be taught to know and to delight in the classical masterpieces. The difference between the old and new education is not so much one of aim as of method. Scientific accuracy is the demand of the scholarship of the age. To overlook this fact in classical education is simply to court reverse, if not defeat. This nor any other study can occupy the responsible position it has held in the past except at the price of eternal vigilance. To classical teachers, the question is of still greater moment to-day, when the idea seems to be prevalent that the aims and methods of study, rather than the things studied, are the distinguishing

marks of a liberal education. It was this feeling, which has so persistently asserted itself in modern thought, that first put classical studies on the defensive. With what result? Only to prove their vigour and potency in the intellectual life of the present, and to gain in power and improved methods. Let the brilliant work that has been done in the past two decades, the important discoveries of a Verner, a Curtius, and a Brugmann, the revisions, or rather metamorphoses, of grammatical works during the past five years, attest the life that pervades classical studies to-day. Judged, then, by modern criterions, classical education is not found wanting.

It is because the Latin pronunciation is associated with these new departures and demands, that the subject becomes one of intense interest to us, as classical teachers. Difficulties invariably attend any reform, and the Latin method has had its share. But when we call to mind that it is scarcely more than a quarter of a century since Corssen issued his monumental work on this subject; that already in the neighboring Republic every prominent University has adopted the restored pronunciation,—Johns Hopkins, Harvard, Yale, Cornell, Michigan, California, and a hundred other colleges; that there the majority of students under twenty now pronounce Latin in the “Roman fashion;” that the three Latin grammars that hold the field almost undisputed, viz., Gildersleeve, Harkness, and Allen and Greenough’s, recognize the Latin method alone; that in England, where the English pronunciation has been in use for more than three hundred years, and where, for that reason, a rapid revolution was not supposed to take place, the reformed pronunciation has already a firm footing in its universities and some of its best schools; and that every manual of Latin grammar issued from the English press during the past two years is based on this system: we may be justified in feeling that the restored pronunciation of Latin is destined to be that of the future.

## THE TEACHING OF SINGING.\*

BY MISS M. MAUDE WILKENSON.

In preparing this short paper on the Tonic-Sol-Fa method of singing, I have not been able to enter very thoroughly into the subject for various reasons, but have endeavored to gather together the simpler and more practical ideas, and those which I have found of use in teaching children.

\* This is the abstract of a paper read by Miss Wilkenson before the Quebec Teachers’ Local Association.

The subject may be divided into four parts, namely, tune, time, training of the voice, and training of the ear. Of these it is hard to say which is the most important. A combination of all four is, of course, necessary when aiming at perfection. Taking the first, which is Tune, the seven primary tones, namely, *doh*, *ray*, *me*, *fah*, *soh*, *lah* and *te* should be learned first. Of these, the most important is *doh*, which is called No. I., and which may be any sound. Six others spring from it. *Soh* is next in importance, and *me* next, and these three, namely, *doh*, *me*, *soh*, constitute the tonic chord. This is the principal chord. It is also called the chord of the key. If in learning a new piece this chord is once known, the rest of the work is comparatively easy. After having studied the different sounds of the tones, the mental effect of the tones may be learned, and here there is a difficulty, as the effect is not apparent unless the tones are sung very slowly. When this is done we find that *doh* has the effect of a strong, firm tone; *me* a calm, peaceful tone; *ray* a rousing tone; *fah* an awe-inspiring tone; *soh* a grand, bright tone; *lah* a weeping tone; *te* a piercing tone. Perhaps the most amusing part of this division would be the signs that are used to represent the notes. These cannot be described on paper. Children learn to make the signs with their hands, and in teaching singing the work on the board is done away with, as the teacher may have the pupils sing the notes which he wishes simply by forming the signs himself.

It is a very bad plan to sing with pupils, for several reasons, one of which is, that while singing yourself you cannot distinguish mistakes made by children. The best plan is to sing first, in order to shew them how you wish a certain passage rendered, and then allow them to sing it after you.

Distinct utterance of syllables should be insisted upon, as well as the production of soft, pure tones. If a child is allowed when young to shout, the chances are that he will spoil his voice for the future.

The Modulator is also a great help in teaching tune. The central column is the one most used, the others being to shew the change into the different keys. In using the modulator, it would be well to teach the pupils first to sing the scale ascending and descending. When constant practice has made them familiar with this, the chord of the key may be taught (*d*, *m*, *s*), for without having this chord in the mind, no sight reading can be attempted. Another chord, second in importance, is the chord of the sub-dominant (*d*, *f*, *l*), which is more difficult than the first. When the scale and these two chords have become

familiar to the pupil, other combinations of the notes may be taken. Finally a simple tune may easily be mastered by the pupil.

## II.—TIME.

In the Tonic-Sol-Fa notation we find the time arranged very simply. In all exercises there are measures which are divided into beats, or, as they are more usually called, pulses. The simplest form is that of a two-pulse measure, which consists of, as we would say in our ordinary staff notation, two in a bar. In this, however, the time is called by a different name and we have instead of one, two, etc., taa, taa.

The accent is shewn by a vertical line placed before the note for a strong accent and two dots one above the other at the short distance apart to indicate a weak accent. Thus a two-pulse measure is read something as follows:—

| taa : taa | taa : taa ||

But a measure may consist of three or four pulses, and in every case we find the accent marked in the same way. A pulse may also be divided, and then we have such amusing names as taa-tai, ta-fe, te-fe, taa-efe, etc., according as the pulses are divided into halves, quarters, thirds, and so on. Time and accent are both very important, as a tune sung without either is very unsatisfactory, no matter how well rendered.

## III.—TRAINING OF THE VOICE.

This may be divided into three parts, viz., training of the chest, training of the larynx and training of the breath. The cavity of the chest acts as a wind chest. Below we have the diaphragm. The lungs act as a reservoir for the air we breathe; they are wider below than above. The best system of breathing is by the diaphragm. Breath should be taken low down. Taken simply from the chest it is hardly of any use beyond a moment. In order to produce a good tone—that is, a tone not necessarily loud, but pure and rich—it is necessary to breathe well and often. It is only by long practice that breath can be taken properly and at the same time quickly. We want the breath under our control so that we can manage our voice completely. In taking a high note, for instance, a quick breath taken before it will enable the singer to produce it full and clear. A very low, deep breath will enable him to take a low note in an altogether different way than a simple chest breath. So, in the training of the voice, everything depends on the quality of the breath.



## IV.—EAR TRAINING.

This is by no means an unimportant branch of our study, and should be cultivated unceasingly. We hear a phrase sung. Can we imitate that phrase correctly as to tune, time, and accent?

The best plan is to sing slowly and correctly a short exercise, then ask the pupil to sing it as you sang it. There will always be some who can do this, but some will find a difficulty, which can be surmounted in the case of almost every one. When constant drill has enabled the pupil to sing correctly long and short phrases, the next step would be to practise a somewhat harder exercise. After having sung the chord of the key, and had the pupils sing it over several times, the teacher should sing to the note la-a, or some similar syllable, the sounds of three of the notes in stepwise succession. They may be sung three times perhaps. Then the pupils may be asked to give the names of the notes, and I have found that one out of five will be able to distinguish them. Therefore, there is room here for a great deal of drill, and unless the teacher can himself distinguish sounds, he can never hope to teach his pupils to do so.

In closing these few remarks, I would say that, notwithstanding its many advantages, the Tonic-Sol-Fa system is not so complete a notation, that is, for all purposes, as the staff notation. Yet, for a beginning, the former is much better, being less complicated, more interesting, and leading pupils to read music more quickly than they would otherwise do. But it should lead up gradually to the staff notation, which must be taken up with pupils at a later stage.

With these few remarks I close, hoping I have given a little idea of the method which is acknowledged to be the best for beginners, and which I have found of great benefit to myself.

**Editorial Notes and Comments.**

As was mentioned in our last issue, the committee of academy teachers, which met last month in Montreal, according to previous appointment by Convention, has placed on record, through the executive of the Teachers' Association of the province, some very important recommendations. In carrying out these recommendations, great care, however, must be taken to avoid what may be called the reflex action of an interested view of things. It is not sufficient to seek to avoid

a difficulty by merely shifting the disability; and just as it is always pernicious to fret the growth of a plant in its initiatory stage of well-doing, so is it injudicious to take action in instituting a reform before considering how widely the ramifications of that reform may affect the various parts of the system we seek to reform. It must not be understood that we think the action of the teachers in holding such a conference premature or in any way pernicious. Through the teachers, the virtues and the defects of the school system can, for the most part, be properly ventilated, and we are at one with them in most of their recommendations; and yet we cannot close our eyes to the prospect that to destroy the equilibrium of the course of study as it stands at present is to give to the public additional incentive to complain against the danger of over-study. To illustrate, we may look for a moment at one of the above recommendations, namely, the proposal to have two distinct examinations for the A.A. certificate, the one in connection with the preliminary subjects and the other confined to the optional or more advanced subjects. There are many arguments in favour of such a distinction; but only on the supposition that our boys and girls are to be prepared for such an examination within a given period by a process of cram are these arguments in any way valid. To *prepare* a pupil for entering the university is to *educate* him for entering the university, or rather, for entering upon any legitimate career that opens to him. The A.A. examination is the final school test; the certificate is one which terminates the pupil's school experience, and the elements which constitute an education—that is, the ordinary school education—must be kept in a state of activity until the end. And it is in this connection we desire to point out how far our country academies would suffer were there to be two examinations for the A.A. In the first place, if held a year previous to the other, the preliminary examination would have to be assimilated in some way with the examination for Grade II. Academy, and if such were done, there would not only be a danger of over-pressure of work in that grade, but many of the pupils, whose object in attending school is often to perfect themselves in what their parents call the commercial branches, would in all probability leave school when they had passed in Grade II. The difficulty of assimilating the preliminary A.A. with the Grade II. Academy is by no means insurmountable—perhaps, in the opinion of some, is even easy of accomplishment. Nor must the fact be lost sight of that the separation of the examinations for A.A. would enable the High

School, Montreal, the Bishop's College School, the Eliock School, and other institutions of that kind to raise the standard in connection with the subjects of matriculation, Latin, Greek, French, and mathematics. But these institutions are provided with a staff of teachers, who can easily arrange to introduce something of the university plan in meeting such an increase of work. Besides, they are mostly engaged in preparing boys for the university, and occupy in many other respects a different position to that in which our country academies stand. As far as our country schools are concerned, they have had for years what in Ontario the schools of the same grade have been so long and patiently looking forward to, "a leaving school examination," namely, the A.A. examination,—the passing of which is a sufficient guarantee that the candidate has reached the limits of our school system, and is prepared, as far as elementary scholarship is concerned, to enter upon the duties of life either as a college student or as a business man. Indeed, to say the least of it, it would be an appearance of going backward were we to confine the studies of the last year in school to the studies of college matriculation. The whole subject, however, is a very perplexing one, and it is doubtful whether a *consensus* of the teachers of our superior schools—for the model schools are involved, as are the academies—has yet been sufficiently secured to estimate the effects to be produced by making immediate radical changes in the school curriculum of the province. We are in sympathy with the teachers, and have always thought well of any movement which would tend to make lighter their burdens, but in this connection many of them will, we have no doubt, see with us, that however strong the arguments are in favour of the recommendation we have taken up by way of illustrating our caution at the outset, they seem to fail in proving that the change premeditated will benefit the majority of our schools.

—The recurring danger of over-study in schools everywhere has awakened not a few of the parents in one or two sections of our province to declare that the danger is too immediate to be overlooked. The outcry, whatever little there is of it, brings in its train many perplexities, for when any attempt is made to co-ordinate the wants and wishes of the public, the educationist seems as far away as ever from discovering what and how many subjects, in the opinion of those interested in our schools, ought to be included within the school curriculum. Not long ago, the teachers of Montreal, in reviewing the course of study, thought it well to invite the co-operation of those of the public who were sufficiently interested in the aim and purposes of the

local association of teachers to take part in the subject. Two of the citizens undertook to read papers on the subject of the curriculum, and the ultimate issue of their opinion was that the course had in it no subject which could well be eliminated, but that it might be amended by adding to it one or more additional subjects, concerning which they had arguments enough to advance. A like experiment has been tried at public meetings where the matter came up; and with the course of study in hand to examine,—with the facts of the document itself before the meeting, there have nearly always been few, if any, of those present willing to counsel the reducing of the number of subjects, seeing there are really no subjects on the list which are not necessary in securing for our boys and girls “an all-round education.” In discussing such a case as this, it must be carefully remembered that statements are not facts; and yet, that there is an over-pressure from school work in some schools is a fact which cannot be denied. The other day, the writer saw a semi-official letter, which contains the following:—

“I have a boy who is over the school age. I would like to send him to school for a few months this winter, but I do not want him to take all the studies. I want him to take Arithmetic, Bookkeeping, Grammar, Reading, Spelling, Writing and French. The teacher told me he would have to take all the studies. Would you be so kind as to give me some information about it.”

And in this letter have we not what many parents are willing to repeat? Is there not in it the suggestion which may lead our teachers to solve the problem and get rid of the outcry? It has been all but universally decided that the study of certain subjects must be undertaken if the child is to be educated—that is, if his mental faculties are to be trained, and if he himself is to be made competent to direct and control the activity of his nature. In a word, there are certain school subjects of study to none of which there has been raised so far any well-founded objection, and of these subjects it is not reasonable to expect that a selection will suffice, if the schools are to be conducted under a system of education. While using the word selection, we do not mean to exclude options; for though options are not to be recommended in all cases, yet they provide for a selection without annulling the effects of emulation which the system is meant to foster. Then, since there are certain subjects that practical educationists say must be taken if the child is to be educated, and since these subjects, when taken at one and the same time are evidently too many to accomplish, there surely must be some way of going round the dilemma, and thus save our teachers and our system from being periodically

tossed into a ferment by an outcry against over-pressure. And the way of going round it, as it seems to us, lies with the teacher himself. Why should the boy referred to in the letter above not be allowed to take part of the course? For the simple reason that the other pupils are taking up all the subjects of the course. But why should they take up all the subjects at one and the same time? That is the question which leads, in our opinion, to the solution of the difficulty. The subjects should not all be taken at one and the same time. There are too many subjects if such a plan be adopted, and the outcry against over-pressure in school work is in a great measure justified. Why can the teacher not divide the work of the year into three or more sections, and take these sections of the work up at different periods? And suppose the winter section should happen to be the one in which the greater attention is given to the subjects mentioned in the parent's letter which we have cited, such a new-comer could at once enter upon his studies as a regular pupil. Of course during the last part of the year, the review of all the subjects must take place, but there is no danger of over-pressure on the road which has been travelled over already by the pupil. We urge the suggestion which the father's letter provokes. Let our teachers carefully consider the matter in the interests of their schools and the system under which they work. If we can agree to eliminate any of the subjects, by all means let the elimination take place at once; but if such an elimination cannot be resolved upon, let us be reasonable in our way of accomplishing the work.

—We do not know what attention is likely to be given to the suggestion, yet, as one of our teachers has lately brought the matter to our notice, there can be no indiscretion in our making a note of it. There seems to be some prospect of further fostering the agricultural school at Richmond. As a centre for the townships for the training of farmers, its claims deserve to be considered. The Department of Agriculture has manifested a desire on many occasions lately to leave the routine paths of administration, and introduce reforms in the farmer's favor; and if a thoroughly equipped farm-college can only be organized and efficiently maintained in such a locality as Richmond, there will be further reason for our agriculturists to bless the name of the present commissioner, the Hon. Colonel Rhodes. The suggestion, referred to above, has some connection with the proposal to re-organize this college. There has been in the air for a year or more a movement in favor of a school for manual training in our province. A week or two ago

there were to be seen, in the office of the *Montreal Star*, some of the results of manual training conducted in connection with the ordinary school work, or during after hours. The model school of the McGill Normal School has a workshop attached to it; but would it not be well to go further than this, if the means are at hand? The attempts at Montreal and Lachine are worthy of the highest commendation, and probably in time others of our schools may make an experiment in this direction. But, if the agricultural school at Richmond is to be restored, a well-matured plan in favor of manual training can readily be adopted as a movement subsidiary to the main object of the institution. No man needs such a training more than the farmer; indeed, it might almost be said with safety that no farmer can be successful without being skilled in the art of using the saw, the plane, the chisel, &c. If he has never attended a manual training school, he has had to acquire the skill in the training school of his early bungling experience; and as such is not always a pleasant experience, but one very often slow and clumsy in its results, a regular manual training school, organized in connection with the Richmond College, would enable our young farmers to avoid both the experience and the results.

### **Current Events.**

The progress of civilization, as the *Educational Courant* remarks, was never more signally manifested than in two recent events. A generation ago the people of the United States were in the midst of a civil war. One portion of the country had risen in arms against the other, and for four years sought to attain independence. When the war ended the leader of the lost cause, after a temporary imprisonment, was permitted to retire to his estate, and to live out his days in peace and quiet. A prince of the middle ages would have made short work of him when he was first apprehended, but now, when he dies at the close of a long life, he is honored with a grand funeral, only kind words are spoken, and the bonds of union are made stronger. Again, a nation with a wise and sagacious ruler has advanced so rapidly in intelligence and freedom that it desires a Republican form of government. Instead of seizing and beheading the Emperor, he is pensioned off, and sent in a man-of-war to a friendly shore. Not a drop of blood is shed, and the people are not disturbed. Truly these are miracles, and are potent

evidences of the power of the religion of love and culture. Only the general diffusion of education makes such things possible.

—The Montreal Teachers' Local Association held its last monthly meeting on Friday, the 17th of January. Dr. Kneeland, as chairman, introduced Miss Jubb, who read a selection from *Hiawatha*. Dr. Robins then proceeded to deliver a lecture on combustion, with experiments, which was listened to with the greatest attention. After the lecture Mr. Humphrey moved, and Mr. Smiley seconded, a vote of thanks to the lecturer, which was passed amid applause.

—Here is something for our teachers to investigate for themselves. The Editor of the *Educational News* maintains that it is one of the easiest things to make a fact to suit a theory. "We do not say that it is an easy thing to find one. We are reminded of this especially in reading an article on language in primary grades, in which the author starts out with the assumption that 'In the child up to the eighth year the range of language is very small; he probably confines himself to not more than 150 words.' This assumption the writer, no less a personage than Dr. Laurie, of Scotland, assumes a fact. Has Dr. Laurie any knowledge of children? Has he ever listened to their constant chatter through the day? One is tempted to ask these questions because the educationist is so wide away from the truth in his estimate. The child's vocabulary at the eighth year of his life comes nearer 800 words than 150, and in some cases, especially if he has been permitted to associate continually with educated parents, his stock of words will be found to exceed 800. In dealing with all pedagogical questions, it is wise to find facts and to know them, rather than to make them in order to establish a theory." So says our *confrere*, but let us have some fact, not a mere statement, in elucidation of this question. The heedless editor accuses, and the accusation somehow has a boomerang movement. Who will investigate the matter?

—The following is a report of the monthly meeting of the Quebec Association of teachers, as taken from one of the local papers:—The monthly meeting of this Association was held in the National School on Saturday last. In the absence of the President, Dr. Harper, Miss Wilkenson, of the Girls' High School, presided. Mr. Arnold, F.E.I.S., Vice-Rector of the High School, read an interesting paper on "Spenser's Faerie Queene," giving a critical analysis of this immortal allegory, in which the language, versification, and style, were respectively touched upon. A vote of thanks to Mr. Arnold for his paper

brought the meeting to a close. The series of papers on physiology, by Dr. Harper, will be resumed at the next meeting. The following information has been received from the Secretary, referring to the business of the last meeting:—The monthly meeting of February was held on the first of that month. On account of the illness of the President, Miss Wilkenson, one of the Vice-Presidents, occupied the chair. Prof. de Kastner, of the High School, read an able paper on the "Teaching of French," which was followed by an interesting discussion. The Committee was instructed to revise the constitution and by-laws of the Society, with the view of having them printed. It was also agreed to arrange for the holding of a "Social" for the members and their friends about the end of March.

—Andrew Carnegie says that the best gift which can be given to a community is a free library, provided the community will accept and maintain it, as a part of the city property, as its public schools, and make it an adjunct to them. "When I was a boy in Pittsburg," he says, "Colonel Anderson, of Allegheny, opened his little library of 400 books to boys. Every Saturday afternoon he was in attendance himself at his house to exchange books. No one but he who has felt it can know the intense longing with which the arrival of Saturday was awaited, that a new book might be had. My brother and Mr. Phipps, who have been my principal business partners through life, shared with me Colonel Anderson's precious generosity, and it was when revelling in these treasures that I resolved, if ever wealth came to me, that other poor boys might receive similar opportunities."

—Education has another burden to bear, and this time the complaint comes from the mistress of the household. Education is declared by a contemporary to be the cause of a scarcity of domestic servants. Domestic peace and comfort depend so much upon the servant girl nowadays, that it is impossible to look with equanimity upon the steadily increasing difficulty experienced on every hand in obtaining young girls able and willing to assist in housework. It is the complaint of every housewife that her cares and worries are increased a hundred-fold by the insubordination or incapacity of the domestic. Inquiries made at a number of the city registries, by a special representative, entirely confirm the belief that the supply no longer equals the demand. Curiously enough, all the registry keepers lay the blame of the decrease in the supply at the door of "education." It may be satisfying to know that this wave of unrest, which is no stranger to us on this side of the Atlantic,



nor has been for the last twenty years, has reached our friends in Scotland. Here it was thought by some politicians to be the effects of confederation, but everything that has a cause finds it sooner or later in education, and all the sooner, if education can in any way be blamed.

—Last month we referred to the prospect of better things for Lachute. From what we have heard, the prospect draws nearer its realization point, and the pupils of the school, affected by the spirit of progress in the air, have lately issued the first number of a school paper, which is in its appearance and arrangement a credit to all concerned. We congratulate our young friends on their enterprise.

—An event of more than usual interest among educational circles is the passing of the B.A. Bill, in face of an opposition which has lasted over two years. Now that the struggle is over, the misunderstandings will have time to disappear—the misunderstandings of the opposition in regard to the character of the university education to be had in McGill and its subsidiary Colleges. Mr. Hall of Montreal, who had charge of the Bill, was a fitting successor to the Hon. Mr. Lynch in looking after the interests of our universities in this matter. The Hon. Mr. Mercier in the House of Assembly, and the Hon. Mr. Hearn in the Legislative Council, advocated the Bill in the most enthusiastic terms, and now the seeming anomaly of a province having a lack of faith in its own educational system has been taken away from us, as was to be expected.

—After the manner of the McGill Normal School, the various training colleges of Scotland have their associations, though only the present and the former students of these institutions are eligible for membership. At the annual meeting of the Glasgow Training College, the president made the following reference to David Stow, the father of the system of normal schools in Scotland, and to whom Canada is indirectly indebted, through the efforts of her early educationists, Dr. Forrester of Nova Scotia and Dr. Ryerson of Ontario, who learned so much from Stow's example. "To return to the training college," he said in the course of his address, "Mr. David Stow was its moving spirit. Almost a daily visitor, he endeared himself to all the students by his kind sympathy and genial nature. His training system was then in full swing, and had been introduced into educational institutions both at home and abroad. It was given the cold-shoulder, and pooh-poohed by a certain class of teachers who esteemed themselves the salt of the profession. Sitting under Dr. Chalmers, and stimulated by his great home-mission move-

ment, Mr. Stow may be said to have originated his system in a Sabbath class taught by himself in the Saltmarket of Glasgow. A day school, to carry out his ideas, was opened in the Drygate, and carried on for several years. Ultimately, through his own exertions and those of other philanthropists, a handsome building was erected in Dundas Vale, with the object of carrying out the system he had so much at heart. In Dr. Fraser's memoir of Stow, a thrilling incident is recorded, which took place as the result of the Disruption. 'On the 8th May, 1845,' the writer says, 'probably the most trying day in his public career, Mr. Stow stood for the last time in the splendid normal college which he had founded and fully equipped. As Mr. Stow stood that morning among his students, masters, and brother directors, a slightly deeper flush than usual was all that indicated his disappointment. He accepted the new conditions of labor, and resolutely strung himself to new exertion. But the signal for preparation to leave gathers into the large hall all stragglers. Thrilling is that song of praise, and deeply impressive is that voice of prayer, as the goodness of the Lord is acknowledged and his guidance sought. The assembly moves from the building—directors, teachers, fifty students, seven hundred pupils—and at last the quiet old janitor and his wife, locking the door and joining the procession, leave a seminary lately instinct with life tenantless and silent.' Accommodation was provided in temporary premises, and shortly afterwards another handsome normal seminary was erected, now known as the Free Church Training College. Stow's system by this time had made for itself a name, and had taken a recognized position in the educational world. His leading principle was the sympathy of numbers, and the great aim he had in view was the physical, intellectual and moral training of the child, at that time imperfectly understood, but soon to be accepted as an axiom in education. The model school and the other departments of the seminary carried out his principles, and alongside were the students in training for the teaching profession."

—We hear encouraging accounts from St. John's, where the Commissioners are putting forth every effort to improve the condition of the building of the High School. Under the influence of Mr. Truell's activity, there is every likelihood that the very best of surroundings will be secured for the pupils in attendance.

—In a late address, Mr. Mundella, M.P., whose influence in educational circles is paramount in Great Britain, spoke in favor of a much needed change. In this country, we know little of

the half-time movement, according to which a boy or girl works part of the day and attends school the other part, and it is pleasant to know that the factory regulations of Canada are in advance of those of Great Britain, where a child may begin work as a half-timer, at the early age of ten. As Mr. Mundella says: "Twenty years ago children entered the mills as half-time workers at eight years of age. There was the same objection to raise the age all round to ten as there is to-day to raise it to twelve. If half-time began at twelve, or even at eleven, and full time not earlier than thirteen, although it ought to be made fourteen, there would be some chance of a good, sound, elementary education for our rising youth. There should also be continuation schools for the evenings up to seventeen or eighteen. This would bring us abreast of the best continental systems. Parents in Germany and Switzerland earn lower wages than in England, yet they gladly make the sacrifice in the interests of their children. The difficulty is with the first child, delaying its earnings for two years. After this they follow on in due course, and all the family profits by the thrift and self-denial of the parent. Moreover, child labor is not so much in competition with adult labour. This is an important factor in the case."

—Sir Philip Magnus, in the course of an interesting address on University Education in London at the London Institution, said that it had been felt for some years that the University of London had not done all it might have done for the education of the metropolis. University education in London came into existence in 1827, when, through the exertions of Lord Brougham and others, University College was founded. Probably if Oxford and Cambridge had been less exclusive, the metropolitan establishment might have been further delayed. The present university dated from the accession of Her Majesty, and was defined in the charter as being intended to hold out to all classes and denominations encouragement in pursuing a liberal course of education. In 1858 it obtained a new charter, and entered upon a new career by becoming a mere examining body. Looking back at this change it could not but be felt that it was a step in the wrong direction. Since 1884 the idea of a teaching university, advanced by himself in 1867, had been discussed, and it was now understood that the Royal Commission on the subject would recommend that teaching institutions in London should have a share in the government of the university. Sir Philip strongly urged the inclusion of chemistry and physics as at Glasgow, engineering as at Edinburgh, and other branches of scientific training calculated to aid the professional man in earn-

ing his daily bread. Properly re-organized, the university should be both a teaching and examining body, and with government aid should become sufficient for the higher education of London.

—However we of the Aryan stock may pride ourselves in the magnitude of some of our literary ventures, we are hardly able yet to cope with the Mongolian race, whose civilization in China dates back to the centuries that hardly knew of our existence. We talk of our encyclopædias and the enormous work involved in their preparation. But what is this we hear from the land of the Celestials? The great Encyclopædia compiled by the specialists of China in the reign of Kien-Lung is to be re-edited and practically re-written. It is a work that dwarfs the *Britannica*, for the index alone consists of fourteen large volumes.

—Another old schoolmaster has gone to his rest, and even those of us who have never heard of him before may be interested to learn what his contemporaries say of him. An exchange from the old country says:—"We regret extremely to record the death of Mr. Alexander Ramage, Rector of the Free Church Training College, Aberdeen. When the Educational Congress met last in Aberdeen he was president of the Institute, and occupied the chair at all the public gatherings. Then he was apparently in the full flush of vigorous health, and now, on the eve of the next congress, he is laid in the grave, amid the mourning of a great gathering of his brethren and the public of Aberdeen. He died on the last Saturday of the year. The end was not unexpected, for Mr. Ramage had endured a long and painful illness arising from heart disease, probably hastened by his untiring energy and devotion to duty, which would scarcely allow time for rest or recreation. For practically six months he had been laid aside from the active duties of his profession, among his last public appearances in connection with the practical department of the school being at the distribution of prizes on 25th June at the Albert Hall. At the conclusion of the holidays in August he was unable to resume his duties, and since then he has suffered more or less severely from the illness which has fatally terminated."

—Our old friend, the *Schoolmaster*, published in England, has come to us within the last two or three weeks very much improved in appearance. From it we make many a clipping, and from its pages always find matter of the greatest interest. The following is how it refers to the last ceremony of a custom which shows how far our civilization is still advancing:—"Still another raid upon the quaint old customs of the City of London,

and one more attack upon the theology of the rising generation who thrive in the neighborhood of Newgate! Several peculiar bequests are attached to St. Sepulchre's Church. One of them bestows upon twenty youths, whose parents live in the parish, the same number of Bibles, gorgeously bound and embellished with golden devices, as a reward for Scriptural elocution. For two centuries this competition and its subsequent awards have annually taken place, and many of the books are handed down from father to son as family heirlooms. The vicar and churchwardens meet in the vestry, and the boys are required to read before them certain texts from the Bible. Those who show the greatest proficiency receive the rewards. This curious bequest was instituted by a city magnate named Fenner, and until now his wishes have been scrupulously and faithfully carried out. But the commissioners who have taken charge of these parochial charities apparently think that the theology of modern city youths does not require any artificial stimulant of the kind, and they propose to devote the money to some other purpose. The annual competition this week in all probability will be the last."

—It is well for us sometimes to be in a position to compare the old with the new, if the comparison does not eliminate the most important elements of contrast. It makes us think all the more of educational enterprise in Canada and the great advancement we have made within the last decade, to read the record of such an old institution as the University of Berlin. The authorities of that institution have just published the return of its students for the first half of 1890; and the number, exclusive of 1,945 outside followers of the lecturers, is 5,731, of whom 847 are attached to the faculty of theology, 1,373 that of medicine, 1,865 that of philosophy, and 1,646 that of law. Out of the whole number, 5,099 are Germans, and 632 foreigners, including 121 Russians, 76 Swiss and 11 French. The total number shows a slight decrease (59) upon the corresponding six months of last year, whereas at the provincial universities there has been an increase; and at the present time there are 1,657 students at Halle, 927 at Freiburg, 854 at Göttingen, 850 at Strasburg, and 780 at Königsberg. During the last twenty years, according to the statistics published by Professor Petersilie, the number of students at all the German universities has doubled, and there is now about one university student to every 1,800 inhabitants; while, classified according to their religious creeds, 70 per cent. of the students are Protestants, 20 per cent. Roman Catholics, and 10 per cent. Jews, though of the total population

of the country 64 per cent. are Protestants, 34 per cent. Roman Catholics, 12 per cent. Jews.

—As an incentive to the study of French among the youth of the United Kingdom the National Society of French Masters in England has prepared a fifth competition for prizes, open to candidates from all schools and colleges, for proficiency in the language and literature of France. Mr. Carnot's Government has placed two gold medals at the disposal of the society of Bedford Street, and a number of other rewards and certificates will be distributed. It is now arranged that the next congress of French teachers shall take place at Harrow in May.

## Literature, Historical Notes, etc.

### THE OLD SCHOOLMASTER.

#### CHAPTER III.

As twilight deepens round our nevermore,  
 While yet there's light in every lingering ray ;  
 O memory ! give me of thy treasure-store  
 The balm that sweetens what is left of day.

A picture is never a true representation unless it be for the moment to him who has never seen the person or object represented. To rival nature the artist seems to have to subdue or exalt nature. Even the photographer's plate, with its cold scientific exactitude, unavailingly emulates the retina and its representations. The *chiaro 'scuro* of the former, however near the reality as a representation, is always found to be an inexact guidance, and this all the more should the picture be seen before the reality. At its best the picture is a mere transfiguration above or below the face of nature unadorned : the truth lies somewhere between the interpretation and the thing interpreted, between the picture and the person or object represented.

Nor otherwise is it with the biographic art, or the writing of history. What we read of a man's life and character, or of an event, is more or less a transfiguration, with its perspective lines and tints magnified or debased by contemporary prejudice, or exaggerated even to a greater extent by the acquired intuitions of the generations that come after him. A man who has the elements of greatness in him, and who has brought his superior activities to bear upon the accomplishment of some great purpose,

can only have his life-work duly appreciated, it is said, by the second or third generation after his decease. There is no first man in a village, unless it be to the villager who can turn away from the prejudice of contact and judge as a bystander. Among his other fellow villagers the character of the superior man is attenuated by the self-interest of his friends and enemies alike, who find a gain in deterioration. They elevate themselves, or think to do so, by using a false measuring medium in estimating the life-work of their neighbors. And yet the justifications and glorifications of hero-worship are as refractive as is the prejudice of contact. Success often is anything but greatness. Personal popularity is as much a false quantity in the hands of posterity, as in the hands of our contemporaries. True greatness has no need for distance effects. In a word, the value set upon men by after generations is as much a mere market value as that set upon them by the hucksters of their own time. The discounts are by no means equal, but they are identical, inasmuch as they are fluctuations from the truth. And thus it is, with a biography as with a picture, the truth lies somewhere between the interpretation and the person or object interpreted. The true story of a man's life, or the story which is nearest to the truth, is when the interpreter and the person interpreted are identical. Every man has his Boswell within him, though it is not every man who is bare-faced enough to be a Jean Jacques Rousseau; and yet it is in a great measure the example of our Rousseaus and Franklins, and Hugh Millers, that stands as a warrant to a man when he undertakes to write his experiences in life.

There is an innate modesty in the most of us, which, while it delights to prattle over autobiographic events at the fireside, or even in semi-public places, shrinks from uttering such in the ear of all time. And where this modesty does not exist, the fear of being accused by the unthinking of what they call self-conceit, often restrains a man who wishes to be considered wise, as well as to be wise, in the maturity of his days. The true story of some men's experience, however, must be told, if men are to possess the gift of distinguishing between the false and the true in humanity, and, in what has been said, there seems to be the justification for placing on record any one's autobiography. As my readers know, or ought to have found out by this time, the feeling of reticence and of fear are alike mine in my present undertaking; and yet, having put my hand to the plough, I must be brave enough not to look back, however much I may suffer in my moments of self-review,

however misunderstood I may be by posterity, or by my contemporaries. As for my readers, they are at liberty to say what they like about me as a solace to their patience. With their criticisms, favorable and adverse, on the one hand, and my way of telling things on the other, a fair reciprocity of pleasure or pain may perhaps produce a lasting intimacy between us. Let me hope, at any rate, that these records of mine may be of some service to the young, as well as to the old, of my fellow teachers,—especially to the former, who will probably find in them many digressions, which, from their professional insight, may lead at least some of them to study the complex natures of those whom they are called upon to educate.

All of us have some extreme distance-point in our memories—some first thing which we remember. Some have thought to trace their recollection of things as far back as the second year of their life, though such an experience, in the most of cases, must have had its origin in some after-hearsay in the family which made the impression. For example, the first memory-impression I seem to possess is of an accident which befell me in what must have been from all accounts the early part of my second year. One day, while engaged on all fours in that delightful pursuit of children, the making of little dust-hills, I had sought a richer deposit of material in the highway which ran within a short distance from our own door. A passing cart, with the driver asleep in the bottom of his vehicle, brought its nearer wheel into close quarters with my extended foot, and a scar still remains as a witness of the fact that two of my toes were severely crushed. But as there seems to be a doubt whether impressions on the memory are carried by *Sensations* at a stage before they are developed into *Ideas*, I am inclined to think that it was less the circumstance itself than the record of the event as repeated by the family that made the impression, and hence I have to seek elsewhere for the event which forms the extreme distance-point in my memory.

In connection with the above incident, however, let me not be misunderstood. Many of my readers can possibly adduce examples of *memorizing*, if I may use the word outside of its school meaning, at a date in life as early as the second year. A collection of such instances, as of other memory-phenomena, would be of great service to our teachers; for as with the teaching of physics, so is it with the process of acquiring a knowledge of the mind and its operations—the experiment should first be made, the phenomenon should first be examined by the student on his way towards an understanding of nature's



laws. When this is done, mental science becomes as interesting to the student as chemistry or botany. Of the many instances of early memorizing on record, I may, therefore, select two which are very suggestive, though they do not induce me to change my opinion about the recollection I have of my early accident, or strengthen the argument of those who hold that *Sensations* of themselves can produce a permanent impression on the memory.

The first instance refers to a death-bed scene. A lady in the last stage of chronic disease was carried from the city to a lodging in the country, where her infant daughter was taken on a visit to her, and after a short interview, carried back to town. The lady died a few days after, and the daughter grew up without any recollection of her mother till she was of mature age. At this time she happened to be taken into the room in which her mother died, without knowing it to have been so. She started on entering it, and when a friend who was with her asked the cause of her agitation, replied, "I have a distinct impression of having been in this room before, and that a lady who lay in that corner and seemed very ill, leaned over me and wept."

The other is what has, perhaps, happened to many of us, though the age instanced may differ from ours at the date of our first remembered experience. A clergyman on a visit to Pevensey Castle became conscious of having seen the approach to it before, though he had no definite recollection of ever having been near it. As he drew near to the gateway he seemed to see not only the gateway itself, but donkeys beneath the arch and people on the top of it. His conviction that he must have visited the place on some former occasion made him enquire from his mother if she could throw any light on the matter. She at once informed him that, being in that part of the country when he was about *eighteen months old*, she had gone over to the castle with a large party, and had take him in the pannier of a donkey; that the elders of the party, having brought lunch with them, had eaten it on the roof of the gateway, where they would have been seen from below, whilst he had been left on the ground with the attendants and donkeys.

With such examples as these before him, the student of mental science gets a glimpse at the earliest stage of the thinking being, the young teacher learns how early in a child's life the process of acquiring information begins. Nor can I forget how this was further impressed upon me by a friend of mine who is neither an adept in mental science nor was at any time

a school teacher. One evening, as he and I, with a mutual friend of ours, were sitting in his house spending the evening in social intercourse, we were interrupted by the sound of music in the street.

"Ah," says my host, "there goes the procession at last; let us see in what direction it comes."

We all went to the window, and not very far away the long lines of torches were seen approaching.

"It will pass the window," he exclaims, "and we must have the children up to see it."

The mother expostulated, and so did I, for the children had all been in bed an hour before and were fast asleep; but our efforts to restrain him from awakening every one of them, not excepting the baby in the crib, were all in vain. I may as well say that the procession was to celebrate a victory of the political party to which the father belonged, though, at the same time, it was connected with an event which would rank as historic in the annals of the country.

"Ah," said he, with the baby in his arms and the rest of the children around him, "they are more likely to remember this now than if they were to read all the newspapers to-morrow; and it will do them good, when they are old, to be able to say that their recollection of things extends so far back."

My own authentic distance-point on the memory is the recollection of a ceremony in our household, the baptism of the sister next to me, at a time when my age must have been only a month or so beyond my second year; and from it run, as on a thread, many of my other infantile experiences. But these are not of any importance, except so far as they go to make up for me a clear picture of my early home. And who is there who does not care to linger around the scenes of bygone experience, however humble the reality may have been? Alas! that there should be any. Alas! that around the memories of the first home there should be anything but sunshine weather. As for me, there are few clouds in the far away sky. The humble log-house in which I was born, with the brook near at hand, carrying its summer thanksgiving of song to the sea miles away; the gnarled stumps across the clearing, each with a personality its own as it seemed to me then—this one a pleasant resting-nook, or that one as a centre for noisy games among the others; the beginnings of the large orchard-garden in front with its young spruce hedge, its pebbled walks, and rising growth of fruit trees and shrubs; the rocky upland beyond, with a soil too shallow for grain, but rich

enough as a pasture-ground for the beasts of the farm—all these make up the picture I delight to linger over. For with all its rough environment, the home which my father thought to make for himself and us in his adopted country is still for me

“The dearest, sweetest spot of all the rest.”

## HISTORY OF WATERVILLE MODEL SCHOOL.

By MISS E. HERBURN.

Waterville, formerly known as Smith's Mills, from Mr. Hollis Smith, of Lennoxville, was settled about 1810. The first settlers were Mr. and Mrs. Jesse Pennoyer, Mr. and Mrs. H. Larnard (Mrs. Jas. Ball's parents), Mr. and Mrs. J. Richardson, Mr. and Mrs. Reuben Bradley, Isaac Ramsel, Charles Dame, and Mr. and Mrs. Bostwick. Jesse Pennoyer, a U. E. Loyalist, received from the government a grant of land, which is now divided into farms, owned and occupied by Messrs. Rooney, Drew, and others. Lieut. W. F. Parker, of the Royal Navy, lived for upwards of half a century on a portion of the old Pennoyer grant. Mr. Pennoyer built the first mill, and the first bridge, on the Coaticooke river, at Waterville. He was the first Justice of the Peace. His son (Jesse Pennoyer), who has always lived in Waterville, died a few weeks ago, aged nearly ninety years. The second mill was built by Jas. Ball, formerly a private soldier, who had been present at the battle of Stony Creek. Jonathan Richardson, whose daughter married Reuben Bradley, was a noted hunter. His grandson, Samuel Bradley, is now living in Waterville. About 1830 there were in Waterville less than a dozen houses, no shops of any kind, no school-house or church. Shortly after, the first school-house was built on a lot given to them by J. Richardson. It was torn down, and a new one built in the same place about twenty years later. When the present school-house was built, Mr. Gale bought the old one for some of his men. The government helped them to support the school, taxes were levied, and every pupil was obliged to pay a certain sum. The parents provided the wood, and boarded the teacher. One of the first teachers was Miss Julia Blodgett (Mrs. Jones), who taught about 1840. After her marriage she went to Hatley, where she remained until her death seven years ago. Several of her sisters, and one brother, taught after her. One of her sisters (Mrs. Tibbey) is now living in Waterville. Before they had a schoolhouse, Seth Huntingdon, father of the late L. S. Huntingdon, taught in his

own house, but there was no regular school. During the year 1837 they did not use the schoolhouse, but the pupils met in the house of Mr. Smith, who had just come to Waterville. The teacher was Miss Jane Little, from Hatley. She married Amos Ball, whose friends still live near Lennoxville. Waterville was for several years a flourishing place, containing several shops, mills, stores, a factory, and a foundry. The school was the only one in the vicinity, and had a large attendance. About twenty-five years ago the village was almost swept away by fire. The next factory and mill were started in 1881 by George Gale and Sons.

Waterville became a municipality by proclamation of the Lieutenant-Governor, January 1st, 1876.

The present model school was built in 1885, opened November 1st, 1885, with Miss Armitage as Principal, and Miss Elizabeth Wyman, assistant.

### **Practical Hints and Examination Papers.**

Have confidence in yourself. The moment your pupils discover that you are not sure of your ground, either in the matter of scholarship or in that of management, your position is a critical one. A large proportion of the difficulties arising in the management of unruly pupils comes from the fact that, having "taken the teacher's measure," and having found him hesitating, or, worse yet, afraid of them, they do not stop to give him all the annoyance possible. There may be extremes of both sternness and laxity in the management of pupils, and it is difficult to tell which is the less commendable, but certainly the former is less likely to lead to general disorder and disorganization. Don't be afraid to assert yourself in your schoolroom. You must do so if you wish to control it. If you can't do so, there is little hope of success for you in teaching.

—To teach the time of day a few moments can be taken at the close of the reading lessons for this purpose. Make a clock-dial out of pasteboard and pieces of tin, or what is better, procure an old clock; then practice telling the exact hours, that is, minute hand at twelve, while the hour hand is changed from hour to hour. Next, let the hour hand remain at twelve, and drill upon the time past the hour; as five, ten, or fifteen minutes past half-past. Then would come five, ten, or fifteen, etc., minutes to half-past the hours. Last, teach to tell the number of minutes to any given hour.—*School Devices.*

—Vary the work by having one or two pupils each day prepared to tell to the class something they have read. The teacher will have

to select materials for such exercises, and should endeavor to make them interesting and profitable, without allowing them to become so long as to take up too much time. Again, let one pupil read a narrative for the class, and then let others try to tell it as completely as possible after one reading. Sometimes the teacher may do the reading, that the class may afterwards tell what they have heard; but in general it is best that the pupils do it, and prepare carefully beforehand, so as to do it as well as they can. Such devices make careful readers and attentive listeners.—*Dr. J. W. Stears.*

—A hint from a teacher on the *qui vive*: How many threes are there in six? Two what? Write the statement in its common arithmetical form:  $6 \div 3 = 2$ . Does this statement,  $6 \div 3 = 2$ , ever mean anything else? If it does, can it be a mathematical statement? Mathematics is an exact science; and, therefore, ambiguous statement cannot be admitted. What is one-third of six? Write the statement. How many quarts of milk are there in six pints of milk? Write the statement. What is one-third of six pints of milk? Write the statement. Is there any difference in *thinking* the two operations, or are there two distinct operations? If one-third of six, and the twos in six, can be stated in one and the same sentence, how can a child understand it?

—A problem for our young arithmeticians. Four brothers, A, B, C, and D, bought 1,350 acres of land for \$4,672.50. A and B took  $\frac{1}{3}$  of the land, paying \$2,172.50 for it, of which A paid \$693.75, and B paid the balance. C and D took the remaining portion of the land, paying the balance of the money, of which C paid \$875.00 and D paid the balance. On account of the great difference in the quality of the land A paid \$1.00 per acre more than B, and C paid \$1.00 per acre more than D. How much did each pay per acre? and how much land did each get?

—A superintendent lately visiting the school in one of his districts, says: I found the teacher struggling with an unusually difficult lesson. The pupils had gone over the work of preparation quite as well as usual, but had not acquired sufficiently exact knowledge to render the recitation a success. They had, after their fashion, "studied" the lesson, but had failed to get the real meaning out of what they had passed over. At last, in sheer despair, one little fellow held up his hand, and said, in response to the granted permission, "I know, but I can't tell." Brave little fellow! He little knew how nearly he was approaching one of the great problems of practical teaching. How can the instruction of the school be made exact, perfect, complete? How can the teacher so work upon the mind of the pupil, that, of his own activity, he will reach out and secure for himself the knowledge that shall be of most worth? How shall impressions, with the most ease to the teacher and with greatest economy of time on the pupil's part, be made permanent, be rendered capable of reproduction?

**Correspondence, etc.**

Inspector Hubbard has sent us the following interesting communication in regard to the past of Danville School. In this connection we may state that we will issue next month a series of paragraphs on the history of the schools, whose teachers have been good enough to prepare short sketches for the RECORD. We again call upon every teacher to provide us with the means of inserting a paragraph about each of the superior schools of the province, and trust they will kindly comply with our request. Inspector Hubbard speaking of his experience says:—"My last regular experience as a teacher was in 1859, in connection with what was then known as the Danville Academy, an experience which was abruptly terminated at the Christmas holidays by my appointment to another position. The school was then classed as an 'independent institution receiving a government grant,' and as was quite common in the country academies then, the teacher was not engaged at a definite salary, but was allowed the grant, (nominally \$300, really \$50 less,) and whatever he could realize from tuition fees, employing his own assistants, (if he had any,) and paying other expenses. The school was first opened in 1855, four teachers having preceded me. It would occupy too much space, and would be uninteresting to sketch the multifarious changes of teachers in charge of the school since 1859, but two or three points may be of interest. On the erection of Danville into a separate school municipality, the School Commissioners took the academy 'under control' and united it to the elementary school, thus organizing a *graded* school. The destructive fire of 1883, which swept out a large portion of the village, did not spare the academy building, and the school was left without a habitation. After some delay, a building was procured, not wholly suitable, but fairly commodious and well fitted up for three departments. The break-up, however, and the oft-repeated changing of teachers, with perhaps other causes, had told upon the status of the school, dropping it from an academy to but little above an elementary school. Efforts were made to restore its character as an academy, but with only partial success. The unsuitableness of the building soon became more apparent, and it was decided to erect a new one. Some delay was caused by a disagreement in regard to a site, but that was finally settled by a decision in favor of the old site, and during the past season the Commissioners have erected upon it one of the best school buildings in the Townships. The site is a commanding one, and a high and well lighted basement affords space for two good play-rooms, heating apparatus, etc. The building is of brick, two full stories, each about fourteen feet, and each having two ample school-rooms, well lighted and airy, with separate entries, cloak rooms and closets for boys and girls. The Commissioners deserve much credit for their enterprise and good judgment in providing so good a school-building, which is now occupied by the school in three departments.

Mr. Briggs, the present principal, now in his third year, seems to be making earnest efforts to restore the school to its proper position as an academy, and it is hoped that he will succeed."

*Ottawa County* asks:—"Would you kindly inform me if junior certificates of 1890 will exempt from further examination in preliminary subjects, and if pupils taking junior certificate, 1890, would be eligible for senior certificate, 1891, without examination in preliminary subjects."

*There are no such exemptions.*

For the information of Miss Nolan of Huntingdon, and others, we insert the extract from the circular for 1889-90 relating to French. This circular was sent to each school at the beginning of the year, and the information has also appeared in the RECORD.

"The selections in French in Grade I. and II. Academy, include the first ten of the extracts taken from Darey's *Lectures Françaises* for the A. A. Examination, beginning on page 10, 13, 15, 20, 32, 33, 37, 42, 47, 51, the first three of them for re-translation, or as an alternative, the second half of Duval's *Lectures Choiesies*, with the last three lessons or chapters, for re-translation."

*C. P. M.* asks:—"Can a pupil, whose failure last year was due to his not having taken all the subjects of his grade, take the examination of the next higher grade if he makes up back work?"

*Certainly the pupil can if you desire it. The matter is in your hands, and you must assume the responsibility.*

*C. M.*—"Will you kindly tell me through the next issue of your EDUCATIONAL RECORD, if a person passes II. Grade Academy successfully will he be exempt from any of the subjects for a Model School Diploma?"

*There are no such exemptions in any Grade below Grade III. Academy.*

*T. T. Stanbridge* writes:—"Please inform me if pupils in Grade I. and II. Academy Course will be allowed to take the same papers, viz: Geography, History, at the June Examination, 1890."

*See Regulation 83* which reads as follows, "Two papers shall be prepared for the Academy Grades I. and II. on each of the subjects of English, Geography and History, in accordance with the course of study, but at the option of the teacher the deputy-examiner may adopt one of the two as the examination paper for the two grades. The pupil, however, shall not select questions from more than one of such papers."

### **Books Received and Reviewed.**

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

AN INTRODUCTION TO THE STUDY OF SHAKESPEARE, by Dr. Hiram Corson, Professor of English Literature in the Cornell University, and published by Messrs. D. C. Heath & Co., Boston, U.S.A. Those who have read Dr. Corson's Introduction to the Study of Robert Browning's Poetry cannot fail to find the same excellencies in his latest production which are to be found in the former work, and to which we formerly referred at some length. Shakespeare, as the dramatist is best understood when his works are studied as an outcome of the age in which he lived, and not as the exponents of an individual mind, and it is the purpose of the author to direct the student's attention to the lines which will guide him towards a full appreciation of the genius of the poet as the genius of the Elizabethan period, as he proceeds in his critical study of the greater of the plays. As the author says in a few explicit sentences in his preface, which we all cannot fail to appreciate: "The moral spirit with which Shakespeare worked, as distinguished from a moralizing spirit, is all-important to appreciate. His plays surpass all those of the contemporary dramatists in their moral proportion—in the harmony which they exhibit with the eternal fitness of things—in their truthfulness in respect to the fatalism of overmastering passion. Herein consists their transcendent educating value, and to come into the fullest sympathy with this moral proportion, with this harmony and truthfulness, should be the highest aim of Shakespearian culture."

OUR WORLD READER, by Miss Mary L. Hall, and published by Messrs. Ginn & Co., Boston, is of a character with Cassell's Citizen Reader, though more cosmopolitan in its character. As a series of first lessons in geography we know of nothing better, and predict for it a large circulation.

### **Official Department.**

#### **NOTICES FROM THE OFFICIAL GAZETTE.**

His Honor the Lieutenant Governor has been pleased by an Order in Council of the 31st October, 1889, to detach the east half of the lots nine and ten in the fourth range of the township of Potton, Co. of Brome, and the west quarter of the lot number ten in the fifth range of the same township, and to annex them to the municipality of the village of Mansonville, Co. of Brome, for school purposes.

To appoint three members of the Roman Catholic Board of Examiners for Rimouski.

20th November. To appoint a school commissioner for the municipality of Les Eboulements, Co. Charlevoix; one for the municipality



of Cloridonne, Co. Gaspé; one for the municipality of Ashford, Co. L'Islet; one for the municipality of St. Louise, Co. L'Islet; one for the municipality of N. D. du Sacré Cœur, Co. Rimouski, and one for the municipality of St. Francois du Lac (village), Co. Yamaska.

To appoint Mr. George L. Scott school commissioner for the municipality of the township of Durham, Co. Missisquoi.

To reappoint the Very Rev. Dean Norman, member of the Protestant Board of School Commissioners for the City of Quebec, his former term of office having expired.

To appoint a school trustee for the municipality of Aylwin, Co. Ottawa.

23rd November. To appoint two school commissioners for the municipality of "Les Craus," Co. Montmorency, and one for the municipality of St. Victoire, Co. Richelieu.

14th December. To appoint a school commissioner for the municipality of Chester East, Co. Arthabaska.

12th December. To detach from the school municipality of Notre Dame des Anges de Stanbridge, county of Missisquoi, the following lots belonging to Roman Catholics, bearing the following numbers of the cadastre for the township of Stanbridge, to wit:—103, 104, 118, 119, 121, 130, 132, 133, 138, 139, 140, 141, 142, 143, 146, 147, 148, 149, 150, 151, 152, 153, 155 and 156 in the tenth range, and numbers 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 95, 96 and 97 in the eleventh range of the said township, and the following lots bearing numbers of the cadastre of the seigniory of Noyan: 162, 163, 161, 358 and 359 and to annex them to Saint Damien de Bedford, in the same county of Missisquoi, for school purposes.

To detach from the municipality of St. Germain de Grantham, in the county of Drummond, the four first lots of the sixth and seventh ranges of the township of Grantham, and to annex them to the municipality of Wickham West, in the same county, for school purposes.

18th December. To detach the lot No. 45 of the cadastre of the parish of Henryville, in the county of Iberville, and to annex it, for school purposes, to the municipality of Clarenceville, in the county of Missisquoi.

12th December. To detach from the municipality of Saint Albert, in the county of Arthabaska, the lots numbers one, two, and three of the 7th range of Warwick; to detach from the municipality of Stanfold, same county, the numbers 17, 18, 19, 20, 21, 22, 23, 24, 25, and 26, and the No. 16, less the north-east three-fourths of the said lot, of the twelfth range of Stanfold; to detach from the municipality of Saint Norbert, same county, the lot number 9, 10, 11 and 12, of the sixth range of Arthabaska, and the lots, numbers 9, 10, and 11, of the seventh range of Arthabaska, and to annex the said lot to the municipality of "Victoriaville," same county, for school purposes.

To appoint two school commissioners for the municipality of Stoneham, Co. Quebec.