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**Articles : Original and Selected.**

**THE AIM OF A TRUE TEACHER. \***

BY C. ADAMS, HULL, QUE.

Permit me to say at the very outset, that in writing this paper I feel as though I were outside of my latitude, or, to use a common expression, "like a fish out of water." I realize that this is a deep and important subject: one that demands careful thought, and should be dealt with by one who has had a broader experience in the teaching profession than I have had. But here, let me make the confession that I have taken the liberty to borrow much of the thought expressed in this paper, from the experience of an older teacher, Inspector Hughes, of Toronto, so that the "aims" which I have set before me as a teacher, are not wholly the product of my own thought. I have read, with much pleasure and profit, Mr. Hughes' little book entitled "Mistakes in Teaching," and it is from this work that most of my "aims" are derived. Let me say, just here, that I would urge every teacher who has not read the book yet, to procure a copy for himself or herself; to read and re-read it if necessary; to digest and practise it.

My object in writing this paper is to place before us as briefly as possible, a few of the "targets" at which a true teacher should aim, for if we aim at nothing, we ought not

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\* A paper read at the first meeting of the Oriental Teachers' Association, held in Hull, on the 4th and 5th of February last.

to feel surprised when we hit nothing. There are two methods by which we may demonstrate a truth, first, by showing what it is not, second, by showing what it is. I purpose using both in discussing the teacher's aim.

In order to make a complete success of life, we must have some definite aim in life: some goal to be reached: some height to be attained. The person who has no object before him to be accomplished, but is content to float idly down the stream of time and let things go as they will, is, to my mind, one who comes very far from hitting the mark which every true man ought to aim at. As the voyager, who starts out without knowing where he wants to go, or in what direction he ought to sail, need not feel surprised when he finds his vessel stranded, and himself cast upon some unknown shore, so the man or woman who goes out into life without some definite aim to be accomplished, is liable to make shipwreck of the valuable possibilities which strew the pathway of life. Thus the teacher will be prepared to make a big failure of his noble calling, and ought not to think it a marvellous thing when he finds himself cast upon the shore of a mistaken profession, if he neglects to erect for himself some standard which he should ever keep before him as the mark towards which all his energies should be directed. Inspector Hughes says, "no teacher is ready to begin his work until he believes that *his chief duty* is to train his pupils to climb from the positions they individually occupy when they are placed in his charge." Now, I believe that it is *the duty* of every teacher to set before him some of the results to be achieved in the school-room. I am of the opinion that we fail to comprehend the vast possibilities which lie at the very door of our profession. It has been said that the hand that rocks the cradle rules the world, but I believe that the public-school teacher has a great deal to do with the moulding of the young life of a nation. What our nation will be in the future will depend to a large extent upon the kind of teachers employed in our schools.

When I think of the army of teachers in our province already armed with diplomas and looking about for schools in which they may air their learning, and again of those who are being equipped with diplomas every year, I ask myself the questions: Why are so many pressing into the ranks of the teaching profession? What is their real aim

in desiring to teach? I think I state the truth when I say that in a great many cases, the aim seems to be to follow teaching simply as a *means* to something else. Young ladies look upon teaching simply as a means of earning a livelihood and getting a little spending money, but as soon as the right "individual scholar" makes his appearance, teaching loses its charm for them. (I am not condemning these aims but think we should have higher ones.) Young men look upon teaching as a valuable means of helping themselves through a college course and into another profession. The world looks with pride upon youths made of such material, and indeed, they are entitled to a great deal of respect; but while looking forward to what they expect to be after they have finished teaching, they do not fully realize what the real aim of education should be, their ideal lies in the future, their hopes and ambition are there; everything has to lend to the accomplishment of their desire, consequently, teaching cannot be to them the high profession it ought to be.

*Now, whatever else the aim of a teacher should be, it should not be merely that of making money.* I fear too many enter the schools of our province with this as their prime motive. Often do we hear people give expression to such sentiments as these. "My! don't I wish I had been a teacher. He has such an easy time. He has to work only thirty hours each week and gets highly paid for this little bit of his time. Teaching is an easy job." My reply to such critics is "Step into my shoes and try it for one day." I am convinced they would go back to their "stone-picking" and "weed-pulling," sadder but wiser men. Perhaps those persons have had some ground for such talk, by looking at the actions of teachers who have taught in their district. I admit that if the aim is to kill time and get a little money, it is an easy way to do it, but such a teacher is a dishonour to the profession. Of course, the teacher needs money as much as those of other professions, but what a small recompense is this when compared with the thought that in after life our pupils will be able to look back to the time when they were under our charge and say, "Thank God that I was ever under that man's or that woman's influence. Though teaching is one of the hardest professions, it is also, to the true teacher, one of the most pleasing and gratifying occupations that an individual can engage in if he rightly

understands its true aim. Unless we are clearly conscious of the specific object we should have in view in each lesson and in using the various disciplinary agencies, our success in communicating knowledge, or in promoting the true growth of our pupils, is largely a matter of chance.

During the first few days of school, the great aim of the new teacher should be to show his pupils, by his actions and manner, not by words, that he understands himself, his pupils and their relations to each, and knows the subjects he intends to teach. If the teacher does not understand himself, it will not be long before his pupils know it, and he will be led to see himself through his pupils. "Know definitely what you want to do and do it" is a good maxim for a teacher.

*We should aim not at 'stuffing our pupils' minds with facts, but at training them to investigate truths for themselves.*

Of course the teacher should store the minds of his pupils. The more knowledge we give them, the better, provided that in giving it we do not cripple their power to gain knowledge independently for themselves. *Telling is not teaching.* We should guide our pupils through the garden of knowledge and show them what kinds of fruit to pick and how to pick them; but we should not pick the fruit for them, nor eat it for them, nor digest it for them. We should teach our pupils how to think, not do the thinking for them. We should never tell them anything they can be led to discover for themselves by judicious teaching. This does not mean that we should be scanty with information which the pupil can gain only through the teacher. I believe we may be as profuse in this as we wish so long, I repeat, as we do not cripple the power of our pupils to gain knowledge independently. Any piece of knowledge which a boy has himself acquired, any problem which he has himself solved, becomes, by virtue of the conquest, much more thoroughly his than it could else be. The activity of mind and the concentration of thought necessary to his success, together with the excitement occasioned by his triumph, tend to register the fact in his memory in a way that no information from a teacher could do. A pupil can never forget a fact learned practically as a result of his own investigation. Let the children have a chance to enjoy the pleasures of discovering for themselves, and then the school will be to them not a prison, but a temple of joy.

*We should aim at preparing our pupils to meet and overcome difficulties for themselves instead of doing it for them.*

How children delight to overcome a difficulty! How much greater is their joy when they overcome it without aid from the teacher. If an infant were always carried in arms, it would never learn to walk. Every little effort it makes for itself gives new power and vigour to its muscles. So the child that is lifted over every obstacle by the strong mental arm of the teacher will become mentally feeble. It will learn if trained to do so, and when it has to go forth into the world without a teacher to lean upon, will be unable to overcome the difficulties in its path.

A certain person once said, "A teacher should make himself *useless* to his pupils." He meant by this that the teacher should train his pupils to stand alone and not lean upon the teacher nor upon one another.

*We should aim at creating in our pupils such a love for knowledge that they will seek to improve themselves after school life is over.*

Education should not stop when a child leaves school. It is a sad fact that there is very little study done, after school life is over, with the definite idea of disciplining the mind and widening the intellectual vision. Pupils have naturally a desire for knowledge. Like every other good tendency, that desire may be deepened, intensified, developed. If the teacher's methods are correct, this desire will increase and the ability to gratify it. The teacher who sends out pupils from under his training without a desire as well as the ability for further study, has somewhat failed in his noble calling. What an advantage it will be to a pupil who has left school, to find himself keenly receptive to truth from books, from his fellow-men, and from the world of nature. Although there may be a certain element of truth in the accepted maxim "Knowledge is power," the power of gaining knowledge and using it rightly is of vastly greater importance to any individual than the mere acquisition of knowledge. How many men there are who have vast knowledge, yet they have no direct influence in the social or moral up-lifting of the race.

And now I believe that the highest aim that a true teacher can have is that of making good citizens of the boys and

girls placed under his charge. When I use the expression "good citizens," I mean all that name implies: boys and girls who would scorn to do a mean act: men and women who will not swerve one iota from doing the right, whatever the circumstances may be: God-fearing people who will seek to improve themselves that they may be of greater service to others and an honour to their nation. To accomplish this grand end, we must look very carefully to the morals of our pupils. *We should aim at establishing good manners and morals among them.* Inspector Hughes says: "The school should be one of the agencies in bringing the human race into a proper relationship with God, not by formal theological teaching, but by systematic training of the moral nature. This will in no way weaken the influence of the school as an agency in training the physical powers, and developing the intellect. Moral training will increase the efficiency of the school in all other good respects."

To my mind, one of the grandest privileges that can be given to man, is that of aiding individuals to grow consciously towards God in knowledge, in purity and in power. If a boy is truly polite from proper motives, he has made a good start in his moral training, and although good manners will not make a boy a Christian, they will make it a great deal easier for him to be one. Formal lessons on morality will do little good and may do much harm. Our words of council should have some weight with our pupils; our examples will have a greater influence over them; but their own actions will affect their moral characters a thousand times more than all we say or do. No voluntary act, however trivial in itself, can be performed by a child until he first decides to perform it. Now he must decide either in conformity with right as he recognizes it, or in opposition to it. Every time he decides properly, his will and conscience have won a victory, and are thereby strengthened; every time he decides contrary to his conception of right, his will and conscience have been defeated and consequently weakened. There should be one general law in school, "*We must all do right.*" The teacher should give his pupils clear and definite conceptions of the right in connection with their varied school duties, and secure a rigid adherence to the right in every detail. I do not think it a wise plan for the teacher to

usurp the power of a law-giver, and frame a code of regulations consisting of "Thou shalt not" like the ten commandments, but rather to allow the pupils the privilege of assisting in determining what is right, and lead them to a conscious, independent decision in favour of the right. Such decisions, however, should be reached in connection with duties immediately to be performed. When a boy decides to do right without actually carrying out his decision, he strengthens the habit of inertness, or failure to act, and makes it harder for him to do a good deed of a similar kind. We should make action follow good decision promptly. Every man should be made to feel that the universe will be weakened if he fails to do his duty manfully. Every child should leave school with a clear knowledge of the fact that every act of conscious wrong-doing brings to him punishment in weakening his character if no further punishment comes to him from powers outside of himself.

*In the last place, we should aim at making our pupils self-governing.*

No lower aim can make them good citizens or qualify them for a conscious upward growth. We should awaken in our pupils motives which will lead them to act. Give them to feel their power of control over themselves as a necessary element in defining their individual responsibility. One of the best things we can do for a boy is to give him a just faith in himself. One half the power of mankind for good is not used because men lack faith in themselves sufficient to enable them to crystallize their insights into attainments. Definite convictions of individual freedom, individual power, and individual responsibility will, under the guidance of a true teacher, lead the pupil to a stronger faith in himself. True faith in one's own power is not that conceit which leads the person to be satisfied for himself, for, as soon as this becomes the case, moral as well as intellectual growth ceases. A man's perfect faith in himself comes from a complete faith in God, as the living, central source of knowledge, inspiration and energy.

To sum up briefly: (1.) The teacher has well performed his duty to his pupils intellectually when he has stored their minds, trained them to acquire knowledge accurately for themselves, developed their natural love for knowledge,



and given them power to use knowledge up to the measure of their individual ability. (2.) He has also well performed his duty to them morally when he has helped them to strengthen their wills and consciences by forming habits of carrying out pure feelings and good thoughts into immediate activity, secured ready obedience to law as the embodiment of right, implanted a love of freedom, given a consciousness of individual power and responsibility, and developed in every child a self-faith as a result of faith in God.

### Editorial Notes and Comments.

AT a recent meeting of the Protestant Board of School Commissioners, of Montreal, Mr. M. C. Hopkins, B.A., was appointed principal of the Royal Arthur School. This position was made vacant by the resignation of Mr. W. Patterson, M.A., B.C.L. Mr. Hopkins has taught successfully in several of the country superior schools and has also had several years' experience in the schools of Montreal. We hope in the next issue of the RECORD to note any further changes of staff in connection with our provincial schools.

—IN answer to the question "What is Contraband of War?" the *Canadian Teacher* gives the following information: In view of the present struggle between the United States and Spain, this brief explanation of a term often heard and seldom understood, may be of interest to our readers. The "prohibition" referred to in the answer is not of the most stringent kind, because it is impossible for a country engaged in war to enforce such prohibition upon all neutral nations. Nevertheless, no nation desiring to preserve the laws of neutrality—that is, the laws which govern civilized nations while war is going on between other countries and in which they are not taking part—would forbid any nation supplying either of the belligerents with contraband articles. For instance, a neutral power could not, according to those laws, directly ship a cargo of ammunition in a Spanish ship to Spain or in a United States ship to the United States. On the other hand, if the people of neutral countries at their own risk ship contraband articles to either of the countries engaged in war, they may do so. Great Britain has declared coal, so far as she is concerned, to be contraband of war in the struggle going on between the United States and Spain. If a Can-

adian vessel should sail from Cape Breton loaded with coal for the Spanish fleet, and this vessel were taken by a United States ship, the owner of a vessel carrying the coal could claim no damages for loss of cargo. If, on the other hand, a vessel loaded with any article not contraband as, for instance, fruit or furniture, and was seized by a United States vessel, the owners, if they were subjects of a neutral power, could claim damages from the United States, and this claim would be pressed by the government of their own country. Briefly then, neutrals may sell articles that are contraband of war to either belligerents—but they do it entirely at their own risk, and if the goods are seized, their own government would not interfere.

—REFERENCE has from time to time been made in the pages of the RECORD, to the failure of our schools and colleges to teach *English*. The following article from the *Montana Public School Journal* expresses several good thoughts in the same connection, and should be read by all teachers of the young. The writer of the article referred to says :

“The English work in college has essential differences from the work in other languages. The English begins at a point about as advanced as where the others leave off. Our students as a rule do not learn to use or understand Latin or French or German by the end of the college course, so well as they know how to use or understand English at the beginning. Because of this fact the aims and problems of English teaching must be different from those of other branches.

“We do not intend to put forward the claim for English that it affords a sufficient language training by itself. For those who can get no other, it may offer an endurable makeshift, but I do not believe it can furnish a training that we ought to consider adequate for anyone who has a choice. We do not, then, claim the whole field for English. We wish only to suggest how this language, used in what we believe to be essential connection with some other, (what other depends on circumstances) may afford valuable results, different from those given by other language training.

“We speak then of the possibilities of the English teacher who stands before a class that has some knowledge of Latin, French, German or Greek, or possibly of two of these.

Such students, properly trained, have some knowledge of words, have begun to notice them, have learned how they grow and how they are used. I say words advisedly, for I doubt if preparatory students often acquire any feeling for the larger divisions of written thought, the sentence, the paragraph or the whole chapter, essay, or volume. But the preparatory student has at least partly learned to use the dictionary, and will appeal to it. On the other hand, ask about an error that involves more than a single word, and the reply is apt to be that it does not sound right. The average boy rarely refers back to his grammar or to the rules contained in it, and still more rarely to his rhetoric.

“Doubtless he has much yet to learn about words, but a beginning has been made, he has a working knowledge. Added to this he has a varying amount of experience with formal English grammar, with some practical application of it to his every day speech; and a more recent and probably more formal knowledge of rhetoric. With the demands made on him in other lines, this is possibly as much as we can ask of the preparatory teacher. And this is probably as much as the teacher of Latin or French or German can accomplish, under ordinary circumstances, in the whole college course, and with this the teacher of English begins. To what end then shall he take advantage of this peculiar situation?”

“He has two purposes somewhat distinct from the rest. One is, we might say, a purely utilitarian one. He must train the student to express his own thoughts, knowledge, feeling, in his own best manner. In English of course this involves distinctions of a much higher character than can be made in prose composition in any other language. Form, manner, force, propriety, grace, movement, all that goes to make one piece of grammatically correct writing better than another, may be treated in college English composition work. At least the student must be taught to express himself easily and correctly and clearly, if he is fitted for anything above a menial position.

“The other way in which the English teacher may take advantage of his position, is in teaching the student to use his knowledge in the finer interpretation of the worthy writings of others. This may perhaps be called utilitarian, too, in the highest meaning of the term. The question of

what is really utilitarian does not belong here. The student who enters college can read anything within his comprehension—with an occasional appeal to the dictionary—and get the story or get the sense. But nearly everything that belongs to what we call Art, the careful adaptation of means to worthy literary ends, is lost on the average Freshman. To help to the appreciation and consequent enjoyment of the expression of Art is peculiarly the duty of the English teacher. The teachers of other languages may doubtless do something in this direction, but by comparison only a little. No boy will appreciate in Virgil or Homer, the fine passages which cost him so much labour, unless he has already responded to a similar appeal in English, and probably not then.

“ These then are the peculiar privileges of the English teacher : to furnish his pupils with an adequate instrument for easy, clear and forceful expression ; and to give them a growing appreciation of the most democratic, the most accessible and the most influential of all arts, which will lead them to an acquaintance with the best that is known and thought (and felt) in the world.”

### Current Events.

THE annual report of the governors of Morrin College, Quebec, which was presented to the last General Assembly of the Presbyterian Church, seems to have aroused the sympathies of that body. The report indicates an attendance, including students taking special lines of study, of nearly ninety. Two of the students having the ministry in view entered, last summer, upon mission work in the North-West for a year, and other two were induced to pursue their studies elsewhere ; in consequence, the number of undergraduates contemplating the ministry during last session has been but six. The financial statement shows receipts amounting to \$5,954 ; interest on investments, \$4,730 ; donations, \$51 ; fees, \$98 ; and Government grant, \$1,075 ; and an expenditure, including \$8,000 for salaries, of \$9,692.12, leaving a debt of \$3,738.12. The Principal, Dr. Macrae, made a stirring appeal in behalf of the college, and was supported in what he said by several other members present. It is said that at the next meeting of the assembly

tangible evidence will be given of its newly awakened interest in an institution which is deserving of support.

With regard to the Presbyterian College, Montreal, Dr. McVicar said : " The attendance of students was good, and fifteen completed their course in the spring. It is encouraging to report that the year ended without debt in the ordinary fund. While the congregational contributions are slightly in excess of those of the preceding year, they come from a very limited number of the congregations of the Church, and the board feels that the college has a claim upon all congregations—a claim which they trust will be recognized in the years to come. They are most anxious, however, that the endowment fund should be increased at an early date. The rapid decline in the rate of interest will materially affect the revenue from this source. All the investments of the college are in a first-class condition. Not only has there never been a loss sustained in connection with any one of these, but a profit of \$4,340.13 has accrued, \$460.38 was earned during the year now ended by the sale of an investment. There is not a single dollar of interest in arrears. The receipts for the ordinary fund were \$15,548.23, of which \$2,246.13 was contributed by congregations, and \$831.76 collected by Montreal friends. The disbursements reached \$15,504.39. For the endowment fund, \$227.50 was received in contributions, and \$8,125.34 as interest from investments. The latter sum was credited to ordinary revenue, leaving a balance on hand of \$191,883.61. It was remarked with satisfaction that the year closed without a deficit, thanks to the generosity of the friends of the institution."

—MASSACHUSETTS is making a strong effort to retain the leadership of the training of teachers. Secretary Hill has issued a circular setting forth the new rules that will hereafter govern the admission of students to the state normal schools. Young men desirous of becoming teachers must have attained an age of seventeen, while girls are admitted one year before that age. This year, for the first time, every candidate must be able to show a certificate from one of the high schools of the state. If they are not able to do so they must show a note from the board of education of their town or city stating that they have followed some approved course of study, the equivalent of a high school education; they are also required to present a certificate of good moral

standing and be prepared to take an examination in reading, spelling, writing, arithmetic, geography, English grammar, physiology, and hygiene, drawing, and history.—*Exchange*.

—ANOTHER evidence of the advance which is being made the world over by the movement in favour of superior education for women, is the fact that the trustees of the University of Pennsylvania have decided to establish a college for women in connection with that university. Colonel Joseph M. Bennett has given four houses on Walnut street, valued at \$80,000, for the purpose. These buildings will be destroyed, and new ones erected in their places. The college will bear the same relation to the university that Radcliffe bears to Harvard and Barnard to Columbia.

—THE law for compulsory attendance in Switzerland is peculiar, though it seems to work well. If a child does not come to school on a particular day, the parent gets a notice from a public authority that he is fined so many francs; the second day the amount is increased; and by the third day, the amount has become a serious one. As a result, there is very little absence from school, though the distances are often several miles. In case of sickness, the pupil is excused; but if there is any suspicion of shamming, a doctor is sent. If the suspicion is found to be well founded, the parent is required to pay the cost of the doctor's visit.—*Canadian Teacher*.

—ANOTHER attack has been made upon the examination as an educational process, and this time the attack is from an unexpected quarter. An exchange says that Professor Ignatieff, a Russian doctor, has written a treatise to show the injurious effects of examinations upon the physical well-being of the examinee. He has conducted many experiments, and concludes that all examinations should be abolished.

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

### **DISCIPLINE IN THE SCHOOL-ROOM.**

“What a delight teaching would be if there were no discipline connected with it!” exclaims the weary and harassed teacher.

With most persons, who find teaching irksome and exhausting, the cause is really in their lack of ability to

control. Those who possess a native power to command and bring under rule mischievous and rebellious natures are comparatively few. The average teacher needs to add to whatever native power she may possess the use of intentional forethought and certain preventive measures in order to secure a degree of control essential to her success.

For the encouragement of those who are not "born leaders," it may be authoritatively stated that it is possible to greatly improve poor discipline by studying ways and means of winning the obedience and willing co-operation of the pupils. Improvement in methods of discipline should go hand in hand with improvement in methods of instruction, and, in the same sense that careful study and application lead to skill in the giving of instruction, does an equal amount of study and thought lead to skill in discipline.

The item that should first receive attention is to see that *all* the children under a direction or command heed it. It is so easy for the busy teacher to overlook the fact that some of her pupils pay no attention when she says, "Close books" or "Put away your pencils," or gives any one of the numerous directions that are necessary in handling a large class of children. She continues to repeat her commands for the heedless or wilfully disobedient day after day, not discovering that she is cultivating a disobedient *habit* in her pupils. When we remember that education is really the forming of habits—right habits, that shall bring the child into harmony with the highest and best good of himself and his fellows, we perceive that the teacher is doing the child a positive and lasting injury by not leading him into a habit of prompt obedience to her word.

How shall this desired obedience be secured? One helpful step toward it is to pause after a command is given in order to see that all have heeded it. The boy who sees that the teacher never knows whether he minds or not, and the boy who performs the act directed when he gets ready, are the children who most need the training in obedience for the sake of their own future, and who most need to be taught this lesson also for the sake of their influence by example upon the rest of the class. An excellent maxim, then, for the teacher who would improve her discipline is this: "*Never give a command without seeing that it is obeyed.*"

Another very helpful measure is to speak in low, forceful tones, which indicate by their firmness that obedience is expected. A tone or manner that shows doubt on the teacher's part, whether or not she will receive a prompt response, is sure to bring what she seems to expect. High tones and an irritable manner stir up trouble and rarely quell disorder. Authority for which the child feels no respect cannot be helpful in teaching him self-control. Children soon perceive a hasty temper and lack of self-possession in their teacher, if these exist.

A frequent source of confusion in school is the failure of the teacher to remove causes of disorder. One may be sure, if things go wrong, that there is a cause somewhere. If half the efforts were spent in finding and removing it that are spent in reproof and punishing offenders, better results would be secured. Much can be done toward good order by careful forethought. Confusion in a drawing class may be due to poorly-sharpened pencils or broken points; disorder at the black-board may arise from an uneven distribution of chalk or erasers; a general restlessness may be due to an uncomfortable temperature in the room. In such cases the teacher, and not the children, is to blame.

Not less important than the securing of control is the maintaining it. There are teachers who gain control one week only to lose it the next through lack of continued vigilance. To rebuke for misdemeanour of a certain kind one week and overlook similar cases the next is a sure way to bring about a relapse into the old condition. A young girl of sixteen who was left, through the death of her mother, with the care of an unruly, younger sister brought that child within a few months into a state of prompt obedience, accompanied by a marked loving regard for this older sister. A friend expressed surprise at the great change in the little girl, and asked the sister how she had accomplished it. Her reply had a deal of philosophy in it, and held the real secret of all control. It was, "If I punish her for a thing one day I always punish her for that offence again if she repeats it, and if I have promised her any pleasure as a reward for good behaviour I see that she gets it." (The severest punishment inflicted on this child by the sister was to make her sit in a certain chair for a stated length of time.) By this steadiness of treatment this young girl of sixteen won commendable control over a wilful,



disobedient child, with whom two or three adults had failed.

The building of character is a work of the will: the child's will must be controlled by the will of an older, wiser person until he has gained judgment and experience whereby to exercise self-control. Discipline that does not tend toward and cultivate self-control is an injury to the character of the child. How carefully, then, should the teacher consider and apply her discipline.—*Educational Gazette*.

## EXAMINATION PAPERS FOR THE SUPERIOR SCHOOLS, JUNE, 1898.

### ENGLISH GRAMMAR (GRADE I. MODEL SCHOOL.)

#### SECTION I.

1. Analyze these lines:

(a) *Each* horseman *drew* his battle blade.

(b) Into the valley of death  
*Rode* the *six* hundred.

(c) *On* she *came* with a cloud of canvas.

2. Parse the words given in italics.

3. Expand extract (a) into a complex sentence by the addition of any words of your own. Write out extract (b) in prose order; and expand extract (c) into a compound sentence.

#### SECTION II.

4. Define *preposition*, *case*, *pronoun*, *person* and *number*.

5. Name the relative pronouns, and write a sentence in which there is a compound relative.

6. There are six tenses in the indicative mood. In what time is the action of the verb expressed in each tense.

#### SECTION III.

7. What is the past tense of the verbs *found*, *find*, *lie*, *lay* and *see*; and what are the feminine forms of *lord*, *bridegroom*, *widower*, *master* and *nephew*? What are the plurals of *penny*, *brother*, *trout*, *index* and *gas*?

8. What is meant by an adjective pronoun? Into how many groups are they divided? Give an example of each group.

9. Re-write the following composition and make the necessary corrections in spelling and grammar, filling in the words left out :

The——made use of the verry simplest means to——the truth ; he observed verry carefuley and made use of his observations. Thus wisdome consists in using properly these powers of——which has been given to us. We ought always decide according to what we are shure is——and propper.

#### DICTATION, READING AND WRITING (FOR ALL GRADES.)

##### *Dictation.*

GRADE I. MODEL SCHOOL.—The first eighteen lines of the lesson beginning on page 53 of the Fourth Reader. 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 of the lesson beginning on page 76 of the Fifth Reader. The 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 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 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:—Il fait beau, aujourd'hui, et j'aime le beau temps. Mon père m'a donné deux pommes hier, et je les ai mangées ce matin. Nous avons trouvé un vieux chapeau dans la maison. Un des élèves de notre école a gagné trois prix. L'hiver est passé et l'été approche.

2. Answer by means of complete sentences in French the following questions: Where did you go last week? Did your father give you anything yesterday? How old are you and how old is your little friend? What are the names of the days of the week? Do you like to go to school?

## SECTION II.

3. Place an appropriate French adjective and article before the following nouns: *cheval, fille, garçon, table, robe, chapeau, blouse, livre, plume, élève.*

4. Give the French for: breakfast, dinner, bed, light, morning, noon, midnight, afternoon, son, sun. Give the English equivalents of: *mois, année, journée, chose, vache, chat, chemin de fer, cahier, main, chemin.*

5. Write out two French sentences with at least twelve words in each and translate them into English.

## SECTION III.

6. Translate into French: I have been, he has had, we will go, they have gone, I give, he gives, you are, I love, I see, I cannot.

7. Write out in full with the English any two tenses of each of the verbs *être* and *avoir*.

8. Ask five questions in French and answer them in the same language.

## MENTAL ARITHMETIC (GRADE I. MODEL SCHOOL.)

1. What is the sum of  $19 + 65 + 48 + 59 + 35$ ? Ans.....
2. Multiply 648952 by 45 and divide by 9. Ans.....
3. Divide 20 score by 15. Ans.....
4. Multiply 653846 by 21. Ans.....
5. How much is  $\frac{1}{3}$  of  $\frac{2}{5}$  of 5679028? Ans.....
6. Subtract from 12 gross of spools 12 dozen. Ans.....
7. How many lbs. are there in 3 tons? Ans.....
8. How many sq. yards are there in 2 acres? Ans.....
9. Divide £48 by 2 shillings. Ans.....
10. Multiply 234526 by 1001. Ans.....

*In answering the above questions, I solemnly declare that I have used my pen or pencil in writing down the answers only.*

*Signature of pupil.....*

*Grade.....*

## ARITHMETIC (GRADE I. MODEL SCHOOL.)

## SECTION I.

1. What number multiplied by  $\frac{2}{3}$  of  $\frac{3}{5}$  of  $3\frac{1}{2}$  will produce  $\frac{2}{3}\frac{1}{4}$ ?
2. Find the value of  $2\frac{2}{3} \times 2\frac{1}{2} \times 1\frac{2}{3} \times 1\frac{5}{8} \times 1\frac{7}{15} \times 26\frac{1}{4}$ ?
3. Reduce  $\frac{1}{2}\frac{1}{3}$ , and  $\frac{1}{1}\frac{1}{3}\frac{1}{4}$  to their least common denominator.

## SECTION II.

4. Four cheeses weighed respectively  $36\frac{1}{8}$ ,  $42\frac{2}{3}$ ,  $39\frac{7}{8}$ , and  $51\frac{1}{4}$  pounds. What was their entire weight?
5. Bought a quantity of coal for \$140 $\frac{2}{3}$  and of lumber for \$456 $\frac{2}{3}$ . Sold the coal for \$775 $\frac{1}{3}$  and the lumber for \$516 $\frac{2}{3}$ ; how much was the whole gain?
6. A man, owning  $\frac{1}{5}$  of 156 $\frac{2}{3}$  acres of land, sold  $\frac{1}{2}$  of  $\frac{1}{3}$  of his share; how many acres did he sell?

## SECTION III.

7. Find the sum of  $69 + 28 + 48 + 56 + 78 + 98 + 32 + 59 + 84 + 27 + 83 + 98 + 45 + 28 + 86 + 58 + 46 + 37$ , and multiply the sum by 679.
8. Divide 571943007145 by 37149, and prove the result by multiplication.
9. A person owning  $\frac{5}{8}$  of an iron foundry sold  $\frac{1}{3}$  of his share for \$2570 $\frac{2}{3}$ ; how much was the whole foundry worth?

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

## SECTION I.

1. Give an account of the campaign of General Braddock.

2. Who were Montgomery and Arnold? Give an account of their expedition.

3. What event led to the decision to separate Upper from Lower Canada as a province?

#### SECTION II.

4. Tell all you know about the battles of Chateaugay and Chrysler's Farm.

5. How did the war of 1812 come to an end? Describe the last event of the war before the Treaty of Ghent was drawn up.

6. What were the causes which led to the Rebellion of 1837?

#### SECTION III.

7. What is a reciprocity treaty? When was there such a treaty between Canada and the United States?

8. Name five events connected with the history of the Maritime Provinces.

9. Name the provinces of Canada and give the dates when they entered Confederation.

### ENGLISH (GRADE I. MODEL SCHOOL.)

#### SECTION I.

1. Write one verse from each of the following poems, and name the author of each:

(a) "Ye Mariners of England."

(b) "Impromptu."

(c) "A Small Catechism."

(d) "The First Snowfall."

2. Name the titles of any ten prose selections read in class during the year, and tell in your own words the story contained in any one of them.

3. Write out in full any *one* of the following selections: "Love of Country," or "The Poet's Song," or "Abou Ben Adhem."

#### SECTION II.

4. Give the meanings of the following words: dexterity, subjection, assiduities, compunctious, formidable, exertion, avalanche, glimmering, ablution, contamination.

5. Make ten sentences of at least fifteen words in length, each to contain one of the words in question 4.
6. (a) Add suffixes to the following words : *punish, cover, subject, govern, oppose.*
- (b) Give the principal parts of the following verbs : *creep, shoot, sing, give, shine.*

## SECTION III.

7. Write a short composition on "The Tiger," from the following heads : (1) Where he lives. (2) His appearance. (3) He is a cat. (4) What he lives on. (5) How he is killed.
8. Make nouns out of the following verbs and adjectives : *high, lonely, blind, blow, warm, feel, live, sing.*
9. Reproduce in your own words the paragraph read to you twice by the examiner. (Gage's Reader IV., page 86, "Good Books," paragraph 1.)

## DRAWING, (GRADE I. MODEL SCHOOL.)

1. Draw an equilateral triangle with each side two inches in length and on each side draw a square.
2. Draw the figure of a bird at least three inches in length. (There will be no marks given unless the figure is drawn carefully and in due proportion.)
3. Draw an enlargement of the figure below and complete it with a carefully drawn finishing line. (No ruler or straight-edge is to be used in drawing any of the above mentioned figures. The paper used must be drawing paper cut to the proper size. The finishing line must be in pencil.)

## BOOK-KEEPING (GRADES I. AND II. MODEL SCHOOL.)

## SECTION I.

1. Rule form of, (a) Day Book, (b) Ledger.
  2. Thomas Jones bought of us on account, April 1st, 1898, 10 lbs. of sugar at 6 cts. per lb., 4 bush. potatoes at 50 cts. per bush., 4 bars of soap at 10 cts. a bar,  $\frac{1}{2}$  gal. syrup at 90 cts. per gal., 3 lbs. of tea at 60 cts. per lb. April 12, he pays us on account, \$2.25.
- Enter the foregoing account in the ruled form of Day Book.

3. Post the account in question 2, from Day Book to ruled form of Ledger.

## SECTION II.

4. Write a receipt for the cash paid on account in question 2.

5. Define—Resources, Liabilities, Balance.

6. Classify as a resource, or a liability, each of the following:—Bills Payable; Real Estate; Cash; Bills Receivable; Balance of account due to others.

## SECTION III.

7. Write ten abbreviations in common use in book-keeping, and give the meaning of each.

8. What cash items are entered in the Dr. column of the Cash Book?

9. What will a Cash Book show at any time, if properly kept?

## PHYSIOLOGY AND HYGIENE (FOR ALL GRADES.)

## SECTION I.

1. (a) Name two kinds of matter entering into the composition of bone; (b) give a property peculiar to each; (c) at what time of life does each predominate; (d) Describe the effects of alcohol on broken bone.

2. Name and describe each of the two layers of the skin as to (a) position; (b) sensitiveness; (c) structure; (d) function. (e) Give the effects of alcohol on the skin.

3. Name the membrane that covers (a) the heart; (b) the bones; (c) the lungs; (d) the brain. What are the usual effect of alcohol on the heart?

## SECTION II.

4. Explain the following terms: *tonsils, epiglottis, tendons, cerebrum, larynx, antiseptic, désinfectant.*

5. (a) Name three classes of foods necessary to nutrition, and give an example of each. (b) What change must the food undergo necessary to nutrition?

6. Compare veins and arteries (a) as to structure; (b) as to appearance of the blood which they contain and the cause

of such appearance; (c) as to direction and manner of movement of the blood therein.

## SECTION III.

7. How may artificial respiration be produced in a person almost drowned ?

8. State what remedies you would apply in case of (a) *sunstroke* ; (b) bleeding from an *artery*.

9. (a) What is the object of physical culture ? (b) Describe briefly the system practised in your school. (c) To what extent are we responsible for the health of our body ?

## GEOGRAPHY (GRADE I. MODEL SCHOOL AND I. ACADEMY.)

## SECTION I.

1. Name five large rivers, five capes, five islands and five cities in North America. Tell where they are situated.

2. Name the states of the United States which border on the Atlantic Ocean and give their capitals. (Put the names of states and capitals in parallel columns.)

3. Describe the "Great Lakes," giving their names and location, or describe the island of Cuba.

## SECTION II.

4. Draw a map of the Dominion of Canada showing the boundaries of the various provinces, and giving as near as possible the position of their capitals. (The map must be drawn neatly or no marks will be awarded.)

5. Name the most important railways of Canada and describe the route of one of them.

6. What and where (giving situation as exactly as possible) are the following :—Klondike, Yukon, Edmonton, Vancouver, Rainy, Sault Ste. Marie, Saguenay, Alberta, Cornwall, Sydney, Northumberland, St. Peter ?

## SECTION III.

7. Draw a neat map of Brazil, indicating with names all the important features.

8. Give a description of Chili, telling about its physical features, position, exports and other important facts connected with it.



9. What and where (giving situation as exactly as possible) are the following :— Caracas, Horn, Falkand, Cotopaxi, Panama, Negro, Andes, Trinidad ? Mention some fact connected with each.

### SACRED HISTORY (GRADE I. MODEL SCHOOL.)

#### SECTION I.

1. Write out the words in the Sermon on the Mount which refer to praying.

2. What is the parable of "the talents."

3. Give five of the events in the life of Christ previous to his public ministry.

#### SECTION II.

4. Write out the words of the tenth commandment and of the third commandment.

5. Give any five of the statements of Our Saviour which may be taken as commandments to his followers.

6. Narrate the events that occurred between the Burial of Christ and the Ascension.

### ENGLISH GRAMMAR (GRADE II. MODEL SCHOOL.)

#### SECTION I.

1. Analyze the following sentence :

Magna Charta may be divided into three parts : the first relating to the affairs of the clergy ; the second relating to the interests of the nobility ; the third and most important providing for the protection of the life, liberty and property of all freemen.

2. Parse all the words in the first two lines of the passage, placing them in a vertical column.

3. "The cruel-minded King John soon lost his popularity." Parse the noun, adjective and pronoun in the above sentence, and give the definition of all the grammatical terms you use in doing the parsing.

#### SECTION II.

4. What are the various kinds of nouns of adjectives and of pronouns ? Give three examples opposite the name of each kind.

5. Give the comparative and superlative forms of the following adjectives : old, hind, ill, late, much, nigh, cold, beautiful.

6. Construct a simple, compound, and complex sentence of twenty words in length, containing each some item of historical knowledge.

## SECTION III.

7. Which are the redundant letters in the English alphabet, which the liquids and which the gutturals. Write three words containing all three letters, namely, a redundant, a liquid and a guttural.

8. Write out from memory the first stanza of "Love's Withered Wreath" or of "The Skylark," and underline all the adjectives.

9. Re-write the following composition, and make the necessary corrections in spelling and grammar, filling in the words left out :

Enrage as the sailers were, and impatient to—there faces towards there—country, this proposition did not appear to onreasonable ; nor did Columbus hazzard mutch in—himself to a term so short.

## ALGEBRA (GRADE II. MODEL SCHOOL.)

## SECTION I.

1. What is Algebra and what benefit is to be derived from its study? What is meant by the numerical value of an algebraic expression?

2. If  $a=2$ ,  $b=3$ ,  $c=4$ ,  $d=5$ ,  $e=0$  what is the numerical value of :—

$$\frac{a^2 + b^2}{d^2} + \frac{d^2}{a^2 + b^2}$$

3. Remove the brackets from the following and give its simplest algebraic value.

$$3x - \left[ -4x - \left\{ 3x - (2y + x - y) + 6y \right\} - 6x \right]$$

## SECTION II.

4. Add  $a - b + 2c$ ,  $3a - 4b + 6c$ ,  $8c - 8a - 7b$ , and  $-3a - 9b - 16c$ , and subtract  $-7abx - cdy + 5a^2b^2$ , from  $3abx - 6cdy + a^2b^2$ .

5. Multiply  $6x - 3y$  by  $4x^2 + 2y^2$ , and divide  $12a^3 + 2a^2b^2 - 40a^2b^4 + 34a^2b^6 - 8b^3$  by  $4a^2 - 6a^2b^2 \div 2b^4$ .

6. Find the continued product of,

$$x + y, x - y, x^2 + y^2 \text{ and } x^3 + y^4.$$

## SECTION III.

7. Find the sum of  $a-2(b-3c)$ ,  $3\{a-2(b+c)\}$  and  $2\{b-2(a-2b)\}$   
 8. Divide  $3a^5+16a^4-33a^3+14a^2$  by  $a^2-7a$ .  
 9. Find what value of  $x$  will make the product of  $x+3$  and  $2x+3$  exceed the product of  $x+1$  and  $2x+1$  by 14.

## FRENCH (GRADE II. MODEL SCHOOL.)

## SECTION I.

1. Translate into English :—

Je mets mes livres dans mon sac et je pars pour l'école. Nous avons parlé à monsieur B. quand il a été chez notre oncle. La vieille femme sortit aussi vite que possible pour chercher sa fille. Charles, ayant faim, a demandé un morceau de pain à sa tante. Il m'a promis de me réveiller demain matin de bonne heure. Jean et Marie ont récité assez bien leurs leçons parce qu'ils les ont étudiées hier après-midi.

2. Translate into French :—

How many times have you been absent from home this month? How do you do, Miss Smith? Who gave you that beautiful gold watch? The sky became dark and it began to rain. Give me my hat and gloves, if you please. Thank you. What is your name? My name is \_\_\_\_\_ and I live \_\_\_\_\_ . (Fill in the blanks.)

## SECTION II.

3. Tell all you know about *gender* in French, as regards nouns and adjectives. Give examples.  
 4. Write five French nouns that take *le* before them, five that take *la*, and five that take *l'*. Give the English of each noun.  
 5. Write out four French sentences with at least ten words in each and translate them into English.

## SECTION III.

6. Give, with the English, all the simple tenses of *avoir*, and the future of *donner*.  
 7. Give, with the English, any four tenses of a French verb of the first conjugation.  
 8. Translate into French :—

I had. Had you? Will he not give? I have not had. We gave. I never dine at five o'clock. He does not live in Montreal. Be quiet. She is singing. She sings very well.

### MENTAL ARITHMETIC (GRADE II. MODEL SCHOOL.)

1. What is the sum of  $68 + 49 + 38 + 69 + 74 + 82 + 75 + 84 + 96 + 53 + 48 + 46 + 95 + 25$ ?      Ans .....
2. Write down the difference between three thousand and two, and three hundred and two?      Ans.....
3. Multiply 42683 by 121.      Ans.....
4. Divide 67000 by  $\frac{1}{2}$  of 125.      Ans.....
5. When an English six pence was valued at 12 cents, what was the value of 19 shillings in dollars and cents.      Ans.....
6. Reduce 3 tons to lbs.      Ans.....
7. Simplify  $\frac{1}{2} \times \frac{3}{4} \times \frac{6}{7} \times \frac{1}{2}$ .      Ans.....
8. Multiply 621232 by 13.      Ans.....
9. What is the product of  $6 \times 4 \times 2 \times 3 \times 6$ ?      Ans.....
10. How much is  $\frac{1}{2}$  of  $\frac{2}{3}$  of 482464.      Ans.....

*In answering the above questions, I solemnly declare that I have used my pen or pencil in writing down the answers only.*

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

### ARITHMETIC (GRADE II. MODEL SCHOOL.)

#### SECTION I.

1. Resolve into its prime factors 18902, and find the highest common factor of 102,153, and 255.
2. What number is that which, if multiplied by  $\frac{2}{3}$  of  $\frac{1}{2}$  of 2, will produce  $\frac{2}{3}$ ?
3. If a house is worth \$2450 and the farm on which it stands six times as much lacking \$500, and the stock on the farm twice as much as the house, what is the value of the whole?

#### SECTION II.

4. Reduce 3 miles, 1 fur. 17 r. 2 yd. 1 ft. 8 in. to inches, and reduce 157540 minutes to weeks.
5. Multiply 4 lbs. 10 oz. 18.7 dwt. by 27, and divide 111 bu. 2 pk. 4 qt. by 47.
6. If .125 of an acre of land is worth \$15 $\frac{1}{2}$  how much are 25.42 acres worth?

#### SECTION III.

7. Divide  $\frac{2}{3} \frac{2}{3} \frac{2}{3}$  by  $\frac{3}{4} \times \frac{3}{4} \times \frac{3}{4}$ .
8. Divide the continued product of 12, 5, 183, 13, and 70 by the continued product of 3, 14, 9, 5, 20, and 6.

9. A merchant going to New York to purchase goods had \$11000. He bought 40 pieces of silk, each piece containing  $28\frac{1}{2}$  yards, at 80 cents a yard; 300 pieces of calico with an average length of 29 yards at  $11\frac{1}{2}$  cents a yard; 20 pieces of broadcloth, each containing 36.25 yards at \$3.875 a yard; 112 pieces of sheeting, each containing 30.5 yards at 6 $\frac{1}{2}$  cents a yard. How much had he left with which to purchase the rest of his stock?

## BRITISH HISTORY (GRADE II. MODEL SCHOOL.)

### SECTION I.

1. Make a statement of fact connected with each of the following: Julius Cæsar, Claudius, Agricola, Hadrian, and Severus.

2. Who were Edward the Elder, Edward the Martyr, Edward the Confessor, and Edward I.? (The facts given about each must be sufficient to distinguish the one from the other.)

3. Give five historical facts connected with the introduction of Christianity into Britain.

### SECTION II.

4. Write in a paragraph of not less than five or six sentences an account of the "Battle of the Standard."

5. In a similar paragraph for each, tell what you know about the "Good Parliament," the "Long Parliament," the "Rump Parliament" and the "Barebones Parliament."

6. Who was King of England at the time of the founding of the city of Quebec? Give five events connected with his reign.

### SECTION III.

7. What great events are connected with the following dates: 1066, 1215, 1485, 1629, 1679, 1688, 1815, 1832, 1837, 1867.

8. In a paragraph written on each, tell what you know of the Duke of Buckingham, the Duke of Monmouth, the Duke of Marlborough and the Duke of Wellington.

9. Name the dynasties or lines of sovereigns in British History and draw up a list of the sovereigns of any one of these dynasties with dates.

## ENGLISH (GRADE II. MODEL SCHOOL.)

## SECTION I.

1. Who wrote the following ?

- (a) " For gnarling sorrow hath less power to bite  
The man that mocks at it and sets it light."  
(b) " Our earth has not grown aged  
With all her countless years."  
(c) " Work ! and the clouds of care will fly,  
Pale want will pass away."  
(d) " Is fame your aspiration ?  
Her path is steep and high."

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

2. Write out in full the poem from which any *one* of the above extracts is taken.

3. Name the titles of ten prose selections read in class during the year, and tell in your own words the story contained in any *one* of them.

## SECTION II.

4. (a) Give the verbs from which the following nouns come : *traveller, assistance, confusion, persuasion, government, invasion, resolution.*

(b) Give the meanings of these words.

5. Write seven sentences of at least fifteen words in length, each to contain one of the words in question 4. Use each word as the subject of a sentence.

6. Give the meaning and derivation of the following words, and mark the accented syllable in each word : *salary, exiled, propel, beverage, stimulated, pondered, promote.*

## SECTION III.

7. Write short notes on :—(a) "Magna Charta." (b) "Joan of Arc." (c) "Robert Bruce." (d) "Nelson."

8. Tell the story in your own words of the message of Paulinus to King Edwin, from the following heads :—1. The pale, dark Roman missionary. 2. The ruddy, fair-haired English king. 3. The message. 4. How received. 5. The old warrior's comparison of life. 6. His reason for accepting the new faith.

9. Reproduce in your own words the paragraph read to you twice by the examiner. (Gage's Reader IV, page 86, "Good Books," paragraph 1.)

#### DRAWING (GRADE II. MODEL SCHOOL.)

1. Draw a square three inches in dimensions. Then draw its diagonals and diameters. Bisect its semi-diameters and join the angular points of the square to the nearest middle points of the semi-diameters. Complete the figure as a star by joining the extremities of the diameters.

2. Make a picture of your school as seen from the outside. (No marks will be given for this if it be carelessly done.)

3. Enlarge the figure below and complete it with a carefully drawn finishing line. No ruler or straight-edge must be used in drawing any of the above. Only a pencil is to be used in making the finishing line. The paper used is to be drawing-paper cut to a convenient size.)

#### LATIN (GRADE II. MODEL SCHOOL.)

##### SECTION I.

1. Translate into English:—Multi erunt pauperes qui divites fuerant. Augustus octavus est anni mensis. Præmia diligentiae sunt grata discipulis. Auxilium meum reipublicae non profuit. Equitum multitudo exercitui nostro proderit. Custodes miseræ puellæ fuistis. Nihil est melius quam sapientia. Æstate dies longiores sunt quam noctes. In acie multi pedites erant. Homines in domibus sunt, bestiae in silvis.

2. Translate into Latin:—There were many poor people in the hall. June is the sixth month of the year. The pupils' prizes were among the master's books. The general's wisdom gives courage to the soldiers. The old man gives gold and silver to the young men.

Vocabulary.—*Dives*=rich; *mensis*=month; *præmium*=a prize; *prosum*=do good to; *eques*=a horse-soldier; *custos*=a keeper; *æstas*=summer; *nox*=night; *pedes*=foot-soldier; *domus*=habitation; *fortitudo*=courage; *senex*=an old man; *juvenis*=a young man.

## SECTION II.

3. Decline in full the first three words in the vocabulary, giving the English as well.
4. Parse in full all the words in the last sentence of question 1.
5. Write out the numerals from thirty to forty.

## SECTION III.

6. Write out in full with the English as well, the perfect tenses indicative and subjunctive of the verb *sum*.
7. Give the translation of the following parts of the verb *esse*, namely, *esto, este, estote, fuisse, fore, futurus*.
8. Give three nouns of the first declension that are masculine, three of the second declension that are feminine, and three of the third that are neuter, with the English of each.
9. Quote any three rules of syntax you have learned in connection with Latin construction and give examples.

## GEOGRAPHY (GRADE II. MODEL SCHOOL.)

## SECTION I.

1. Name four peninsulas, four large islands, four important rivers and four capes in Europe, and say where they are.
2. Write a description of France, telling all you know about its inhabitants, physical features, government, and giving any important facts you may think of.
3. Name the countries of Europe with their capitals. Write the names in two parallel columns.

## SECTION II.

4. What and where (giving situation as exactly as possible) are the following: Sardinia, Malta, Gibraltar, Biscay, Zuyder Zee, Man, Maelstrom, Balearic?
5. Write a short note on each of the following, giving some important fact: London, Paris, Glasgow, Tiber, Crete, Ætna, Dover, Genoa. Where are they?
6. Explain the geographical terms: Longitude, latitude, peninsula, river, steppes, channel, bay, glacier.



## SECTION III.

7. Name six large towns in England, six in Scotland, and six in Ireland, and tell where they are situated.

8. What are the chief industries of the British Isles, and name as many towns as you can connected with each.

9. Draw a map of England, marking the most important features. (The outline must be at least five inches long and be neatly drawn, otherwise no marks will be given.)

## SACRED HISTORY (GRADE II. MODEL SCHOOL.)

## SECTION I.

1. Give an account of Cain's posterity.

2. What was the "Battle of the Kings," and who was Melchisedek?

3. Narrate the events connected with Jacob's visit to Padan-aram.

## SECTION II.

4. Draw a map of part of Arabia in which the children of Israel wandered for forty years. Insert the chief stations where the Israelites sojourned.

5. Describe the ten plagues that befell the Egyptians before Pharaoh suffered the children of Israel to leave his territory.

6. What is the story connected with the fate of Korah, Dathan and Abiram?

## SECTION III.

7. What was Jotham's Parable?

8. Write a paragraph of not less than five or six sentences describing the last days of Samson.

9. Give an account of the Siege of Samaria in the time of King Ahab.

**Correspondence.**

*To the Editor of the EDUCATIONAL RECORD :*

DEAR SIR,—With reference to Mr. A. H. Craig's problem given in the April number of the EDUCATIONAL RECORD, the following solution seems to me to be as nearly

arithmetical as solutions to such problems generally are.

Let the straight line AB represent the distance, 40 feet. From the point A draw the straight line AC perpendicular to AB and long enough to represent 120 feet. Join BC, and from the point B draw the straight line BD, making, within the triangle ABC, and with the straight line BC, the angle CBD equal to the angle BCA; and let BD meet AC at the point D. From the point D draw the straight line DE to meet BC at right angles in the point E. By means of this construction it can easily be shown that D represents the point at which the pole must be broken; that the length of BC equals  $\sqrt{120^2 + 40^2}$  which equals  $40\sqrt{10}$ ; that, BC being bisected in the point E, the length of CE equals  $20\sqrt{10}$ ; and that the triangle CDE is similar to the triangle ABC; therefore

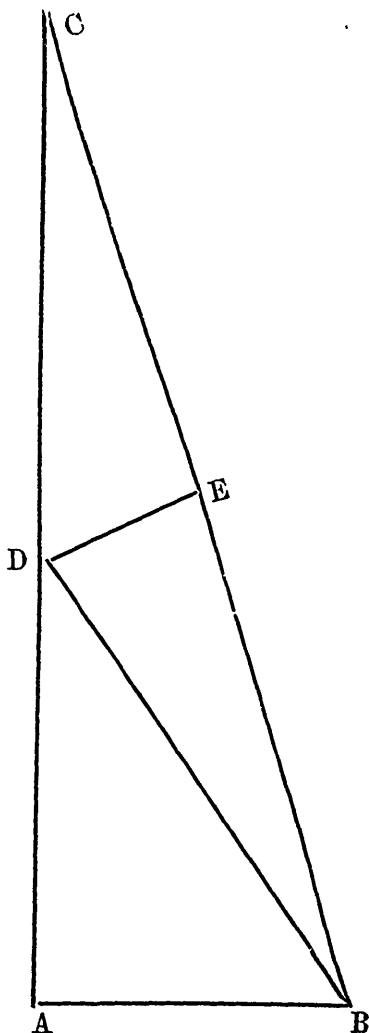
$$DC : CE :: BC : CA$$

that is

$$DC : 20\sqrt{10} :: 40\sqrt{10} : 120$$

Therefore the length of DC equals  $\frac{20\sqrt{10} \times 40\sqrt{10}}{120}$  ft. which equals  $\frac{200}{3}$  ft. or  $66\frac{2}{3}$  ft., and the required length, that of AD, equals

$$120 \text{ ft.} - 66\frac{2}{3} \text{ ft. or } 53\frac{1}{3} \text{ ft.}$$



Should you find this solution serviceable in any way, please make what use you like of it.

Respectfully yours,

Quebec, May, 1898.

D. A. D.

### 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 *Canadian Magazine* for July reflects great credit upon the editor and publishers. The frontispiece is an excellent portrait of the late Sir Adolphe Chapleau, and feeling reference is made to his death in the editorial page. There are several excellent articles of general interest, including "Bank Returns: What they Teach," "The Postage Stamps of Canada," and "Literary Criticism: its Scope and Effect." Fiction is well represented. Fergus Hume's serial "Hagar of the Pawnshop," is brought to a close, and the announcement is made that its place will be filled by a new story by Edgar Maurice Smith, a young writer of this province, who is coming to the front as an author of fiction.

The July number of the *Ladies' Home Journal* is devoted to President McKinley, the cover representing him on horseback with the presidential flag as a back ground. The anecdotal biography of the chief executive is very interesting. Victor Herbert's composition, "The President's March," is likely to become popular. Julia Magruder's entrancing serial, "A Heaven-Kissing Hill," loses none of its interest as it draws to a close. The "departments," which make the *Journal* so prized in the home, are, as usual, well filled with useful information of all kinds.

The June *Atlantic* contains a most timely editorial article entitled "Our War with Spain and After." Several brilliant short stories and a well-filled "Contributors' Club" help in no small measure to make it a splendid number.

The *Hesperian* for July-September is to some extent a war issue. Instead of its usual sombre cover it has one in three colours, which, in our humble opinion, detracts not a little from the staid appearance of Dr. de Menil's progressive little quarterly. The leading articles refer to Cuba and the present trouble over that island; and the "Literary Wayside" is as good as ever.

The July number of the *Monist*, edited by Dr. Paul Carus, is a veritable "feast of reason." Professor Lloyd Morgan discusses the "Philosophy of Evolution," and Canon Low, a Canadian, writes of "God in Science and Religion." The *Monist* is published by the Open Court Publishing Company, Chicago.

The *Atlantic Monthly* for July contains a sympathetic editorial notice of the late Hon. W. E. Gladstone, in which an attempt is made to fix his place in history. Besides this there are several articles on topics of national and international interest at the present time; there is also a poem by Bliss Carman. "English Historical Grammar," by Professor Mark H. Liddell, is well worth reading; and Gilbert Parker's serial, "The Battle of the Strong," gains in interest. The *Atlantic* is published in Boston by Houghton, Mifflin and Company.

THE WONDERFUL LAW, by H. L. Hastings, Editor of *The Christian*, Boston, is a most valuable treatise on the Law of Moses. Mr. Hastings looks at the code from a variety of standpoints, and the result is an investigation which cannot fail to interest all into whose hand the book may come. Into the short compass of less than two-hundred pages a great deal of truth is compressed, and this truth is set forth in a most attractive manner. Mr. Hastings publishes the book himself at 47, Corn-Hill, Boston, Mass.

THE KING'S JACKAL, published by the Copp, Clark Company, Toronto, is Richard Harding Davis' most recent bit of fiction. The story is shorter than "Soldiers of Fortune," and although it does not possess all the charm which characterized Mr. Davis' former novel, it is, nevertheless, an attractive little tale, and the reader will follow with the deepest interest the fortunes of the bankrupt King Louis. Archie Gordon, the newspaper correspondent, and the Prince Kalonay, are pleasing characters, drawn in the true Davis fashion. "The King's Jackal" is illustrated by Charles Dana Gibson, and the pictures add interest to the story.

### Official Department.

#### NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased to appoint, on the 15th of April instant, 1898, Mr. Aimé Des-

noyers, school commissioner for the school municipality of Notre-Dame de Montfort, county of Argenteuil, to replace Mr. D. Porcheron, who has left the municipality.

23rd April.—To appoint Mr. Peter Munroe Hayes, school commissioner for the school municipality of Shefford, county of Shefford, to replace Mr. John T. Booth, whose term of office has expired.

23rd April.—To appoint Mr. Hercule Ladouceur, trustee of the Roman Catholic school municipality of the village of St. Andrew, county of Argenteuil, to replace Mr. Joseph Thibault.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 23rd of April (1898), to detach from the school municipality of Saint Polycarpe, county of Soulanges, the following cadastral lots, to wit: From and including No. 197 to No. 575 included, and to erect them into a distinct school municipality, under the name of "Bourbonnais".

23rd April.—To detach from the school municipality of "Temiscamingue", in the county of Pontiac, the village of "Ville-Marie", and to erect it, under that name, into a separate school municipality with the same limits that are assigned to it by the proclamation of the 13th October last (1897).

*Boundaries of school municipalities.*

23rd April.—To annex to the school municipality of Saint Grégoire le Thaumaturge, that part of Saint Denis ward, of the city of Montreal, comprised previously to the order in council of the 20th of January last (1898), in the said school municipality of Saint Grégoire le Thaumaturge.

This annexation to apply to Catholics only.

23rd April.—To detach lots 39, 40, 41, 44 and 45 of the first range of Clapham township, from the school municipality of Clapham, Pontiac county, and to annex them to the school municipality of Leslie, same county, for school purposes.

5th May.—To detach from the municipality of Saint Samuel de Gayhurst, county of Beauce, the following territory, to wit: Lot No. 27 of the first range of the township of Gayhurst, and lot No. 26 of the second range of the said township, going to the Grand Line, which

separates the townships of Gayhurst and of Dorset, and to annex them for school purposes to the municipality of Saint Ludger, in the same county.

The foregoing erections to take effect on the 1st July next (1898).

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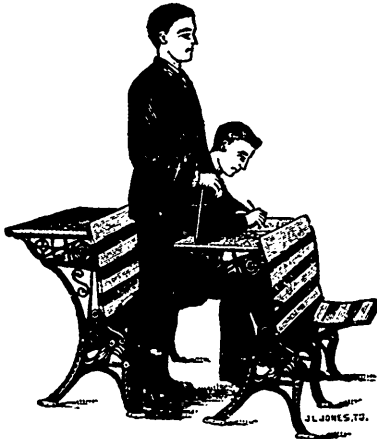
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