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**Articles: Original and Selected.**

UNIVERSITY EXTENSION.

BY THE REV. PRINCIPAL ADAMS, D.C.L., BISHOP'S COLLEGE, LENNOXVILLE.

In November last a meeting was held in Toronto, followed by a conference in which a provisional council was formed with a view to forward in this Dominion a movement corresponding to what is known in England, and more lately in the United States, as university extension. The movement really consists of a series of lectures on different subjects or groups of subjects given by lecturers sent by a university; lectures of such depth and accuracy as is presupposed as being characteristic of a university. The course of lectures is generally twelve at least in number on one branch or subject; the lectures are given in consecutive weeks on the same day; at the beginning of the course a full and suggestive syllabus of the course is printed and placed within reach of the pupils or *lecturers*; at the end of each lecture are appended questions on that lecture. All the pupils have the right of answering these questions and sending the answers to the lecturer, whose duty it is to look them over and criticise them. On the evening of each lecture after the first, it is customary to hold (generally before the lecture) for half an hour or more what is called a class. In the class the written exercises of the students or pupils are returned, some criticisms are made upon them, and also students bring up difficulties for elucidation by the lecturer; no new ground is traversed in the class, but old ground is reviewed, and the effort

is made to clinch the arguments and elucidate the details of the previous lecture. The scheme is thus essentially a teaching one. Besides the weekly answers written by the students, at the end of every course the university authorities set an examination paper, and the results of the examination are made known and certificates stating the standing of the candidate are granted to successful candidates. It is understood that attendance at the class is voluntary, and of course the examination is voluntary also, but there is no extra charge for these, which really entail so much more work on the representatives of the university. It is well to remember this, that for the fee charged, and the fees are regulated by a fixed table or tariff, the student not only hears the lectures that have been carefully prepared, but also can have the further instruction of the class, the criticism and correction of his weekly exercises, and a terminal examination, the last two entailing much detailed work on the representatives of the university.

Some little difficulty has arisen occasionally on account of the fact that the examiner and lecturer are in England different persons, and in this pioneer and extension work it is more difficult for an outside examiner to gauge the degree of proficiency which ought to result from one course of lectures in any given subject. The subjects are, of course, very different and rather numerous. Many are literary, such as lectures on Shakespeare, or on periods in English Literature, or on periods in English History. Political economy has been found to be a favorite subject. Into mathematics, Latin and Greek the university subjects *par excellence*, i.e., the foundation of a training in arts, which ought to precede any special or technical or professional training; into these fundamental subjects these lectures do not go, for the simple reason that so little could be done in these in short courses. But such subjects as descriptive astronomy, as treated by Proctor or by Beckett Denison in astronomy without mathematics, or descriptive sound and light, the steam engine, heat, electrical science, have been successfully taken by some lecturers in various centres.

The University of Cambridge, which, under the influence of Professor James Stuart, started the movement in 1867 or thereabouts, goes so far as to excuse from one year's residence, out of the three years ordinarily required, those who have attended and passed examinations in a certain number of connected courses prescribed by the university. Furthermore, as to practical details, the university takes no financial responsibility; it has its recognized charge for the lecturer; if

two courses, one in the afternoon and another in the evening, perhaps intended for different groups of the constituency, are held in the same town, a reduction is made; and when a group of towns retain the services of the same lecturer for different evenings of the same week, a charge is made for the travelling expenses of the lecturer. A small fee, part of the above tariff, goes to the central board or office, which has considerable work in organizing. This may well be credited when we remember that Oxford alone, which was several years behind Cambridge in the field, has in 1891 lectures in not less than 150 centres in England. Not less than 40,000 students attended extension lectures in England in 1891. So much then for the original scheme in its native country, England.

Let us now glance at what was done in Toronto at the recent meeting of representatives of various Canadian universities. It came out at this meeting that something had already been done, though not strictly on the lines of the extension system as it has become established in England.

Queen's university, Kingston, has two courses going on in Ottawa this winter: one, we believe, on English Literature, the other on Political Economy, both well attended. The University of New Brunswick at Fredericton has established five courses of lectures before Christmas and five sequel courses after Christmas, in the city of St. John. Here a former Cambridge extension lecturer, the Rev. T. De Soyers, M.A., has co-operated with the university authorities. Three of the lecturers are professors; the rest are local gentlemen of St. John. The subjects taken in the first course are physics, history, botany, philosophy, zoology.

The courses have been well attended. In the above cases the professors and lecturers have given their services, but this is contrary to the spirit of the original extension movement, and, of course, no movement of this kind can become a great national force unless it is self-supporting and unless the men who do the work are sufficiently remunerated.

Trinity university, Toronto, has recently organized a course of lectures in English Literature for which payment was made and for which the lecturers were slightly remunerated, but these had no syllabus, while the class, the paper work of the students and the examination were not included in the programme. All the above experiments have been useful and are all in the right direction, though not by any means fulfilling the idea aimed at in university extension. The work done by McGill professors in giving lectures to the Ladies' association in

Montreal, before the Donalda department was opened, is perhaps as near to the university extension idea as any that has been done in Canada.

The University of Toronto has also given free lectures, of a useful and popular character, in Toronto, but not university extension lectures. The work of the council on university extension, which recently met in Toronto, consisted in forming an executive and in committing to that executive certain duties and in making to that body certain recommendations with the real weight of instructions. The executive elected by the council consisted of the representatives of the universities upon the council, together with certain officers of the council. Representatives were present from McGill, Lennoxville, in this province; from Fredericton, N.B.; from Queen's, Trinity (Toronto), McMaster and Victoria in Ontario. The resolutions agreed to were mainly as follows:

No lecturer or examiner to be appointed unless first endorsed by the faculty or acting body of some one of the universities represented on the council.

A rule as to the minimum sum to be guaranteed by a local centre and the minimum remuneration of a lecturer was also passed. A local committee is formed in a town and a certain sum is guaranteed. Public spirited citizens will often guarantee the required sum, and if there is any deficit in the fees paid the difference is made up. In the city of York, England, in six years, only once were the guarantors called upon, and then for about one-third of their guarantee.

The scheme to be followed was that of the Oxford and Cambridge system, which has been so successful. It was, however, resolved that the lecturer should be one of the examiners in any subject. As regards carrying out the scheme, sub-committees of the executive were formed for the different provinces, consisting in each case of the representatives of the universities of each province. Thus the sub-committee of the executive council for the province of Quebec will consist of the representatives of McGill and Bishop's College, Lennoxville. These universities have worked together for a considerable number of years by means of a joint board for conducting the school examinations, or A. A. examinations as they are called. No doubt if these universities find that they are able to organize extension courses the sub-committee will readily assign suitable districts for the exercise of their activity. The city of Montreal itself might easily benefit by the work of the McGill staff and graduates, and places near Montreal and to the west:

such places as Sherbrooke, Coaticook and Waterloo might possibly be served from Lennoxville. Each university will find its congenial sphere and the sub-committee will be an additional bond of union between the two universities. The university extension is one which commends itself to the friends of higher education, and it is hoped that within the present year some progress will be made in this matter in more than one province of the Dominion.

### THE RELATIONSHIP BETWEEN TEACHER AND PARENT.

All teachers have pupils who are not willing to be placed where it is possible for them to become interested, as they desire to enter classes above their ability. Here it is best "to take things by the smooth handle." If the pupil cannot be made to see what is best for him, an appeal to the parent will often remove all trouble. Should mild measures prove unsuccessful, of course the teacher's will must be law. We shall meet those among our pupils who seem naturally depraved, and who construe our kindness as evidence of weakness, if not of cowardice. With these, there is virtue in the experience of years. Even here, we can sometimes reach the heart when all appeals to reason are but a waste of words.

Good order and respect for the teacher's authority must be preserved, for upon these depends the success of the school. Even in case of the most stubborn resistance to authority, nothing is gained by the teacher's loud and vociferous manner. It is best to speak in a gentle if not subdued voice. If we are vexed or excited, we have so far lost self-control, and have impaired our power. Against the silent forces of the universe, all others vanish into nothingness.

Corporal punishment is allowed by the law, and, as a last resort, it may be inflicted with good results. But it is highly important to secure the parent's co-operation in this. The mother will be likely to allow her heart to control her head, and may show a disposition to disfavor any and all forms of punishment. But this, we may philosophically regard as a natural consequence, and as one of the many qualities that crown her as a mother.

Nothing is lost in deferring punishment until the close of the day, or even for two days. Indeed it is seldom best to punish (corporally) in the presence of the school. The sight has no tendency to refinement, beside the sympathy of the

young is always with the suffering and, therefore, the school is generally arrayed against the teacher, especially if the punishment is severe.

Again, to have the chastisement advertised over the district by childish exaggeration, is certainly productive of harm. The child punished seems aware that his fellows are ready to give him comfort and to admonish him not to yield, so that he may have to be crushed before he is subdued. If unconquered, he is proclaimed a hero, if subdued, he becomes a martyr to the teacher's tyranny. Immediate punishment is likely to be attended with excitement if not with anger on the part of both persons engaged. With a few hours delay, the fire of anger all burns out, and both teacher and pupil are prepared for cool and deliberate business. Cases may occur that demand immediate attention; some children are full of their "shalls" and their "shants," their "wills" and their "wonts." All such should be compelled to submit immediately to the teacher's authority, and to answer for their insolence.

Many of the most serious offences are committed on the way home from school, where the weak are defenceless. The misdemeanors are often of a grave character, subjecting the innocent to foulest outrage, indecency in act or language sometimes practised to an extent altogether unbearable. Here the injured have no redress save through the teacher, and that unreliable instrument of human imperfection, the law, that is so slow in the use of its remedies.

There are those who claim to be able to manage children without resort to force, and who relegate all forms of punishment to the darkest age of barbarism, who say the teacher has only to learn to govern himself and the thing is done. This is indeed melodious. It is a glowing tribute to the loveliness of childhood that will certainly vanish with the coming years. We believe such writers are bewildered with the beauty of their own thought and have forgotten that they are themselves of the earth earthy, and the schools are not compartments of the celestial city. They seem never to have learned that schools are made up of those coming from lovely homes and haunts of vice as well; that the schools of each generation have mingled with the good, the convicts of the next, who are moving to their destiny a hundred thousand strong.

The teacher is allowed by law to suspend an incorrigible pupil, barring him from attendance until his case has received the attention of the Board of Education; but this is a severe remedy that should be placed among last resorts. If the teacher

is a faction, he will easily convince most wrong doers that it is best to make right their wrongs by proper acknowledgment to the teacher and due apology to the persons injured. This will tend to awaken a sense of honor, and tend to the cultivation of refinement in their natures. The school feels that order has been sustained effectually and peacefully.

But we as teachers are all liable to mistakes, to the exercise of poor judgment, to undue haste, to overtaxed nerves; and we are not all days alike, and unless extremely guarded, we shall visit to-day with severity the offence unnoticed but yesterday. How few of us are ever willing to admit that we are wrong, that we have made a mistake, that we have been too severe, or that another may have better methods of government, solution or demonstration. How many imagine that their success must be built upon the ruins of another, that as applicants for position, they must speak lightly of rival applicants, not knowing that the best commendation is their own recommendation of their competitor.

We, as teachers, are the servants of the people, and if we would serve them successfully we must serve them pleasantly. Life nowhere affords a better field for verifying the truth that we can add to our happiness by striving to make others happy. Ours is really, if we but choose to make it so, a lot cast in sunny places. And a little reflection will impress the truth that our work is not for the life that now is, but for the boundless eternity that is to be, that as master and force yield to no destroying power, so thought shall endure to bless the race while the race shall exist to think or receive the impressions of thought, that were the grave our final abode and death an eternal sleep, still shall the earth resound to our step in the tread of children's feet. Though forever hushed the voices that speak to-day, still shall their tones be heard in other voices that shall voice them on and on through the flight of years; though silent the tongue that now gives its golden precepts to youth, that tongue shall speak through other tongues while tongues appeal to the hearts of men.

But the beacon light of hope points beyond the narrow vale of life's fitful dream to an inheritance eternal where endless joy is measured by the good we have done to the little ones of whom the Saviour said "of such is the Kingdom of Heaven."



### **Editorial Notes and Comments.**

The spirit of truth is not always to be heard amid the babel of the world's self-seeking; but when it once asserts itself, there is not much chance for those who are ever demanding change, whether it be progress or not. The stormy nature of the remedy-men must always be given its right of utterance; and hence, there is perhaps no better way of giving the truth a chance, than by waiting patiently for the calm after the storm. Lately there has been a breeze in the educational circles of our province. As one of our correspondents has put it, we have been having our epidemic of educational reform, and even yet the feverish feeling has not fully spent itself in the columns of our newspapers. But there is every indication that the people are beginning to understand more clearly what a school education really means, and this, not so much through the advocacy of the educationist who has found the truth, as from the contradictory opinions and desires of those whose grievance-hunting and remedy-suggesting is for the most part subjective. Conscientious investigation is the best of all convincing, and in token of this investigation which is going on among the parents and teachers of our province, we would quote to them the words of professional wisdom, which have lately fallen from the lips of the Bishop of Quebec, on a question which is of such interest to all of us at the present time. In concluding his excellent address at the opening ceremonies of Bishop's College, His Lordship said:

"And here, before I bring these observations to an end, I should like to say something about the studies of the school. The first object we have in the establishment and maintenance of a school here is to lay the foundations of a liberal education. And if that is to be done the studies must be restricted and they must be thorough. They cannot be thorough unless they are restricted. I know that this is not the cry of the day. All the world wants to improve education, and most people seem to think that the way to improve education is to multiply the subjects taught until there is no time to teach anything. And there comes now and again in reaction from all this a cry for the reduction of the curriculum. A boy's time, they say, is taken up with learning this and that which is of no use to him in after life. But here again some additional subject is always put forward by the same people as imperatively necessary, till in the end there are as many things to be taught as there are people with crotchets in their heads, what lies at the bottom of it all

being, in fact, a craze for making the school a substitute for apprenticeship. But it cannot be done. *Fit faber fabricando*. It is in business that business must be learned. The plain rudiments of an English education must of course be taught, and taught well. After that the best subjects for instruction are such as will sharpen the wits. And I know nothing so suitable for this as the classics and mathematics. In unravelling a complicated sentence of a language so different in structure from his own, a boy's mind acquires flexibility and resource, and an insight into the intricacies of speed—a grasp of the import of expression, the art, in fact, of listening—the value of which will be apparent when we bear in mind that the accurate apprehension, and correct interpretation of men's language is half the business of life. And in the study of mathematics one must reason, as well as remember. There is room, no doubt, in the teaching of classics for cram. But I do not regard this as an unmitigated evil. Some reading in this much decried accomplishment is useful enough. Ability to acquire information rapidly, arrange it methodically, remember it distinctly, and apply it promptly is never thrown away. A man wants it all his life. But all cram makes Jack a dull boy. Now the learning of the classics cannot be all cram. The best part of it is not cram at all. Put a boy down with nothing but a pen and ink and a blank sheet of paper, and require him to turn a piece of English into Latin: the result will show—not the extent to which he has been crammed—but whether or no, and in what degree, his mind has been so exercised as to master the language. And so with mathematics, one who attempts to cram them will come to grief; but one who can accurately demonstrate the propositions of the first four books of Euclid can follow with precision a chain of reasoning. If he can solve some problems and deductions, he can construct reasonings for himself. And (which is the great thing in learning to reason—a thing impossible in matter about which there can be two opinions) when he is wrong, he can be made to see that he is wrong. And if he can follow the reasonings of the fifth and sixth books, why he will tread with surer steps in those more difficult and thorny paths of argument relating to the affairs of life in which men blunder so commonly and so complacently, and always think that they are right. A boy, I say, who has been taught in that way has made better preparation for success in life than one who has wasted his opportunities in the premature acquisition of a wrong way of book-keeping, and a crude priggishness about the ways of business which, when he comes to air it among men of

business, will be derided and despised; whilst he has lost his chance of getting that knack of learning which enables the rightly educated man, in whatever position he is thrown, to master the matters it is necessary for him to know.

—In connection with this subject, our attention has been drawn to a series of articles on Education, by Dr. J. B. Hall, of Nova Scotia. These articles are at present appearing in *The Colchester Sun*, a newspaper which evidently feels the scholastic influences of its neighbourhood, and which, ever since its inception over twenty years ago, has devoted much of its space to the discussion of educational topics and the inauguration of educational reforms. Among other things which Dr. Hall speaks of, in his concise way, is the necessity of looking into the history of education, in order to distinguish the true education from the false. "The greatest possible need of the present is to ascertain what has been done along educational lines by the great men of the past, to discover what plans have succeeded and what have failed; to study the conditions under which certain educational principles have produced good results in some cases, and ended in failure in others. General history that records the acts and motives of men, is a study highly valued, but of still greater value is the history that records the educational theories and maxims propounded by the wisest and the best of men for centuries. A knowledge of the history of education would aid in solving many problems that present themselves to teachers day by day. Theories of education that propose to develop the child by *segments* would not live even for a day, but intelligently-directed effort would rather tend to place the whole child at school to grow and develop completely."

—The common school has many burdens to bear which are anything but its own, and it is quite possible, as the *Toronto Globe* says, to construct an argument to prove that education is actually the cause of crime. If a man could not write he could not forge, nor would a boy read pernicious literature if he had never learned his alphabet. The trouble with this argument, however, is that it carries us too far. A blind man is removed from many temptations to wrong-doing, and a bed-ridden invalid is not likely to commit crimes of violence. Nobody, therefore, argues that blindness or infirmity is a desirable condition. There is no blessing which malevolent ingenuity is not capable of turning into a curse. There are, nevertheless, some useful lessons to be learned from the figures which show that the spread of education has not prevented the increase of crime. One is the lesson which it seems needful to teach anew to every

generation of men, that human ingenuity has never yet devised a panacea for human ills. Carlyle used to thunder against the delusion that such a panacea was to be found in the ballot-box. The more enthusiastic advocates of education for the poor expected too much and have been disappointed. It is quite natural that men who dwell long and earnestly upon one particular mischief should come to regard it as the source of all evil, and its removal as the one thing needful to regenerate the world. One man will argue that the prime evil is the use of intoxicants, and there seems to be no flaw in the reasoning by which he traces back all vice and misery to this gigantic source. Another will demonstrate, with equally unassailable logic, that the cause of intemperance and of all other evils is the social injustice which causes poverty and degradation; another points to ignorance; another to the decline of religious belief. They are all in a measure right. Drunkenness causes poverty and misery, and misery drives men to drink; a decline in religious belief saps the foundations of morality, and vicious practices injure the capacity for sound belief. It is possible to trace immorality and poverty back to ignorance. The fact is that these forces of evil act and react upon one other, each appearing now as cause, now as an effect; and the lesson which generation after generation has learned is that all cannot be subdued by striking at one. The question under discussion is further complicated by the variety of notions as to what education is or should be. One school of educationists maintain that the only thing to be aimed at is to enable the student to earn his living; and others plead for the culture and training of every faculty, physical, mental and spiritual. Every country where a system of public education prevails has had to settle in some way the question of secular as against religious education. The view that education should be religious in the broad sense—that it should make for courage, reverence, self-denial, duty—would probably find general acceptance. These things are more important than the much-vaunted three R's; but unfortunately the attempt to frame a scheme for that kind of teaching is rendered difficult by the jealousies and contentions of the advocates of various forms of doctrine.

### **Current Events.**

Professor Cox, of McGill University, lectured lately before the Graduates' Society on the subject of University Extension. In referring to the prospect in Canada, he said: "With regard to applying this scheme to Canada, the chief difficulty arose from

the distances between centres of population. It would be perhaps necessary, therefore, to confine the movement for a time to places within easy reach of the University. There was no reason, however, why such a scheme should not be started in Montreal itself and other university towns, as well as places in the vicinity. It should certainly be tried, and it was to be hoped that something would be done next season in this direction." In conclusion, Prof. Cox expressed his disapproval of the idea of using these proposed university extension lectures as a means of obtaining degrees. The students who attended them should do so for the sake of the benefit they derived therefrom, without having any other object than that of self-improvement.

—The ceremonies connected with the dedication of Divinity House and the new College School at Lennoxville were of the most interesting character, and all who took part in them speak in the highest terms of the way in which the day was spent. We have elsewhere given a report in part of the Bishop's address, and from all that was said by the various gentlemen who spoke on the occasion, the prospects of the institution are brighter than they ever were. Dr. Heneker felt assured that every member of corporation, every friend of Bishop's College would rejoice that they possessed a hall worthy to be so named, handing down to posterity a tangible proof in solid material of brick and stone of their estimate of His Lordship's great and beneficial interest in higher education as carried on in this institution; while Dr. Adams, the Principal, gave a brief historical sketch of the enterprise which has led to the building of the Divinity House and the restoration of the School building. Among those who are mentioned as having given liberally towards the support of the institution in its present efforts are, Mr. Robert Hamilton, Hon. E. J. Price, Colonel King, Mr. Ives, M.P., and the Society for the Promotion of Christian Knowledge. The people of the Eastern Townships have subscribed nearly five thousand dollars for the late improvements.

—We have just heard of changes that are likely to take place in Stanstead College and in St. Francis College. It is reported that Principal McAmmond has finally withdrawn from the former, and in face of the success which has attended his efforts in behalf of that institution, we are inclined to regret his decision to return to the ministry. Last year has been one of the most successful the school has seen, and to Mr. McAmmond is due for the most part the prosperous condition in which he leaves it. It is said that Mr. McAmmond's successor has been appointed in the person of Principal Bannister, of St. Francis, a

gentleman who takes with him to Stanstead an experience as a teacher which highly qualifies him to maintain its efficiency. We wish him every success in his new position.

—The announcement has been made, that Morrin College is to be continued for another year at least, although it is to be regretted that no effort has so far been put forth to add to its revenues by an appeal to the public for assistance, or by the cultivation of a more placable spirit towards the suggestions of those who, as has been declared, would gladly come to the assistance of the governors. The main difficulty in approaching a better understanding of what the institution is able to do seems to arise from the fact that since the death of the Rev. Dr. Weir there is no practical educationist on the Board of Governors actively interested in the development of the institution, and outsiders are, not without reason, afraid of giving offence in tendering advice. To advise in such a case is nearly always made to assume by those in authority the appearance of antagonism, and hence the institution is likely to decay from a mis-applied policy of *nemo me impune lacessit*.

—The opening of a new ward school in Montreal was lately the occasion of congratulation among the friends of education in that commercial centre. Dr. MacVicar, who presided, expressed his gratification at being present at the opening of what was without doubt the best school-house in the city. He explained that in May last the contract had been let for \$41,070, exclusive of the cost of site and furnishings. In the building there are altogether fourteen rooms, while the teaching staff consists of a principal and seven lady teachers. The principal of the school, Mr. Cockfield, is to be congratulated on the improved accommodation which has been provided for him and the classes he supervises. He has already won golden opinions for the thoroughness of his work, and when in his address he spoke of the better work he and his associate teachers expected to do in the future in presence of such enlarged opportunities, those present could not but feel that a bright and prosperous future was in store for the new Lorne School.

—The Educational Association of the Dominion of Canada has issued a bulletin announcing the date of its first Convention. As was announced last month, the Convention will be held in Montreal, the date being fixed for July the 5th, the sessions to continue for three days. A provisional programme has been prepared, and the provisional officers are already in communication with representatives of the different provinces in reference

to the details of the programme. It is expected that the financial interests of the association will be provided for in part by grants from the Dominion and Provincial governments. The membership fee will be one dollar, payable at the point of departure as part of the price of the reduced railroad ticket. Subsequent announcement will be made, giving full particulars to those intending to be present.

—About thirty-five years ago a school principal in Elbing, Prussia, was pensioned with one-third of his salary, and he still draws that pension. His successor retired on the 1st of October, 1891, also, but according to the present pension law, with three-fourths of his salary. Hence the position costs the government not only the salary of the present incumbent, but also  $\frac{3}{4} + \frac{1}{3} = 1\frac{1}{12}$  of the salary in form of pensions. In other words, one-twelfth more is paid for pensions than for salary. But then, such a case is one in a hundred thousand, perhaps.

—Such scenes as those which disgraced the meeting of the Merthyr School Board (says the *Western Mail*) have a tendency to weaken one's faith in the representative system. Men are elected on a public board to represent a faction, and woe betide the member who is bold enough, or weak enough, to obey the behests of others than those who placed him in power. One man is returned by the Baptists, and his sole duty is to look after the interests of the adherents of that denomination. If there is a lucrative position vacant, then he has to work like a nigger to get it for the Baptist applicant. Methodists and Independents have the same great aim—the serving of a party. In this way the true interests of the community as a whole are allowed to go by the board, and public representation has developed into nothing else than a series of faction fights. The discreditable proceedings of the Merthyr School Board were entirely due to the circumstances that one of these denominational factions was beaten in its attempt to get a member of its own body elected to a head-mastership. Much bitterness was introduced into the heated discussion that ensued, and the unseemly wrangling and insulting retorts in which the members indulged were more in keeping with Irish politics than with Welsh educational affairs.

—The Highland fling and the strathspey of Tullochgerum, together with other less exciting forms of dancing, are in future to be taught in the board schools of Dundee. All that the Board is pledged to do is to throw open the schools at certain hours of the evening, when not otherwise engaged, to provide properly qualified teachers, and to fix a uniform scale of fees.

The experiment is purely optional. No parent need send his children to the dancing school of the board unless he chooses.

—A petition signed by 361 lady teachers of Toronto was presented to the Public School Board at their meeting on Thursday night. It asked for an increase of salaries all round, stating that the cost of living in the city made it a continual struggle for the teachers. It is probable that the question of free school books will be submitted to the people at the coming Toronto municipal elections.

—The papers in the old country are somewhat exercised over the case of the head-master of Hershaw Board School, who, since his appointment in December last, has been fined three times by the Kingston Bench of Magistrates for alleged "assaults" upon pupils. A great deal of ill-feeling it seems has been aroused since the new Board decided to supersede practically denominational teaching by unsectarian teaching, and open war was declared when, after his appointment, it was discovered that Mr. Avon was a Dissenter. The head master, himself, writes:—"Almost up to the time I came, the Church party had it all their own way, but being unable to support the schools, they had handed them over to the School Board. They still expect, however, to have control of the religious teaching; and as this is not allowed, there is a continual warfare going on between the two parties. I soon found that most of the boys (nearly 200) showed a very hostile feeling towards me because I was a Dissenter, and that their parents were inciting them to disobey and annoy me in every possible way." There are always two sides to a story, and our teachers know only too well how difficult it is to get some people to credit the right side. Of the seven witnesses, three boys, including the complainant himself, swore to different versions of the assault. The remaining four witnesses, comprising a member of the School Board, a monitor of the school, and two of the scholars, swore that no assault whatever was committed, that Skeat, the complainant, was behaving in an unruly manner and was sent home for bad conduct, and that Mr. Avon, the master, never had a stick in his hand on the occasion. Evidence was also given that at the time Skeat was not marked in any way, and did not complain of being punished. To convict in face of such evidence surely shows the leanings of the County Bench, even in England."

—It is, according to the *Australian*, quite an easy thing for a bright-witted boy from the working classes to secure entrance to one of the colleges, and thus qualify himself for a university



course. There is also a rapidly-growing expenditure on technical education in the larger colonies. But the crown of the educational system of Australasia is seen in the splendid universities of Sydney and Melbourne. When the smallness of population and kindred circumstances are taken into consideration, the word "splendid" is not a term of excessive laudation. Adelaide has a small teaching university; the university of New Zealand is an examining authority to a number of teaching colleges; Queensland is now moving in the direction of university education; but it is in the capitals of Victoria and New South Wales that the nearest approaches to Oxford and Cambridge must be looked for. With their groups of affiliated colleges and their medical schools, the universities of Melbourne and Sydney will live for ever and honorably in Australian civilization. And the same future may be confidently predicted for the universities in what are now less populous colonies.

—The Department of Agriculture of Victoria, Australia, sent circulars to the head teachers of all the State schools outside of the metropolitan area a short time ago, asking for their views as to the desirability of giving instruction in agriculture to the children attending those schools. Of 1,248 teachers, 84 per cent. are favorable to the introduction of agricultural lessons in the rural schools, and 34 per cent. of them already have some acquaintance with the theories of agriculture. In fifty-two cases school children already care for gardens or trees in the school reserves, and the majority of the scholars attending 369 other schools have garden plots or assist their parents at home in gardening. In 162 schools the pupils have regularly made collections of wild flowers, weeds, grasses, insects, and butterflies, and these collections have been used in object lessons.

—On August 12th one hundred and three elementary teachers from the country came into the provincial capital, Malaga, to urge the government to force the communities to pay them their back salary. For over ten years these teachers had not received pay. Hundreds of others have the same trouble, and though the minister promised to do what he could and the provincial authorities are willing to aid the teachers, there is no prospect of their relief. Those Spanish teachers have not the courage a Prussian teacher showed a year or so ago. When the village council withheld his salary, he sued, obtained judgment, and, aided by his friends, he seized the fire-engine, drove it to a neighboring town and sold it at auction.

—Stands Scotland where it stood in regard to religious instruction? At a meeting of the Free Presbytery of Edinburgh

the other day, for the purpose of receiving reports on the written examination of students attending the Divinity Hall of various years, several of the conveners, in giving in their reports, expressed regret that so many of the students were deficient in Bible knowledge, and the Moderator, in subsequently addressing the students, referred to this unsatisfactory state of things. It was not creditable, he said, that so many of the aspirants to the Christian ministry should be deficient in Bible knowledge. Their work in the future would be to preach the Word; but how could they preach it unless they knew it and had a clear and firm grasp of Bible truth? If this be true of divinity students, what may be expected of the ordinary products of the schools?

—There is an evil under the sun, but particularly in the cities where the teacher of the lower grade has to abide by the criticism of the teacher who receives her pupils in the higher grade, and this is how the teacher of the lower grade speaks of the criticism in *Education*: “Questionless, the severest critics of our grammar schools are the teachers in the high schools, as, doubtless, these same critics are severely arraigned by the professors in colleges. The charge is made, and made without any qualifications, that pupils in the grammar schools are taught by most vicious and crude methods, and without any sequence of connection of studies; that pupils enter the high school superficially trained, veneered merely, and the real work of unfolding the powers of the pupils’ minds is left for the high school teachers. Grammar school teachers have long rested under these and similar accusations, which are usually growled out at high school meetings with all the fervor that comes from those to whom is entrusted the task of setting the unjointed times aright. As a grammar school teacher, I desire to protest against these charges or demand that they be proved. If the work I do in my school does not properly prepare the pupils I send to the high school, I would like some directions in re-arranging my course of study, revising my methods, and adjusting my standard. Will not the high school teachers kindly suspend their carping and point out just what they want, and just what they would accomplish were they to teach in grammar schools? I know many grammar school teachers who would be glad of some information on this subject. Please turn on the light.”

—There are four millions of Hindus, Mohammedans, native Christians and other Asiatics at school in British as distinct from Feudatory India. That is, over an area of a little above

a million square miles, in 1,359 towns and 679,021 villages, with a population of 210½ millions, according to the latest census, 11½ per cent. of all the young people who ought to be under instruction are at schools inspected by the British Government. The number of school-going age is taken at 15 per cent. of the whole population. This may seem, at first sight, a small result; but it must be remembered that half of the 210½ millions are Asiatic females, only 2 per cent. of whose children are at school. Of the males of school-going age, 21 per cent. are under instruction in inspected schools. That is, more than one boy of every five is taught on a proper system, while one girl of every fifty is so taught. In the light of the past history of India, of the social and religious difficulties, and of the very small number and very varied duties of the white rulers, these two facts denote more rapid progress than anything similar in the history of civilization.

—The dedication of the gift to public education of A. J. Drexel, consisting of a magnificent school building in Philadelphia, costing \$500,000, together with an endowment of \$1,000,000, is a notable incident in the educational movements in the latter part of this century. The school is founded upon the most liberal plan, and it is intended to carry out to the highest development modern ideas of practical education, the training of the hand, the eye and the senses, in connection with the memory and the intellect. This magnificently endowed institution will prove a great object lesson in the manual training idea. It will be open for the accommodation of both sexes, and its founder has taken care that it shall be provided with the best teachers in every department, and with the best apparatus and appliances for manual training. Unless the idea of education upon which it is founded is entirely erroneous, when in operation it will turn out yearly hundreds of young men and women thoroughly equipped with the best education attainable to fit them for the duties of practical life. It cannot be otherwise but that the school and its pupils will exercise a most important influence in the material and intellectual development of the city of Philadelphia and of the Commonwealth.

—The Cassel Government has sent an official notice to the school inspectors requesting them to impress on the teachers in their districts the necessity of suppressing any manifestation of ill will towards the Jewish pupils. The notice is issued in consequence of the fact that in several instances Jewish boys have been treated with contumely by their fellow pupils, unrebuked or even encouraged by their masters.

—The report of the Harvard College librarian always forms one of the most interesting and satisfactory parts of the annual report of the president upon the condition of the university. The library is perhaps the best managed and most efficient of all the departments at Harvard. An average addition of about 10,000 volumes and the same number of pamphlets has come to be looked for annually. During the last college year 9,606 volumes were added to the central building, as against 13,365 for 1889-90 and 9,095 for 1888-89. The total number of books there is now about 292,000, with 150,000 pamphlets. A valuable addition made to the library in 1890-91 was received from the family of the late Professor Gurney. It consists of 1,995 books and 1,600 pamphlets and his well-known historical collections.

—According to the Elementary School Law in Austria, State schools are open to pupils of all religious denominations. No Protestant principals may, however, be appointed. These must be Roman Catholics or Jews. In a school in Vienna a separation has lately been made, and Jewish pupils are placed in separate parallel classes, as the teachers of religion say that it is difficult to teach a mixed class. This is somewhat strange, as the Jewish children are, of course, not present at the religious instruction. More strange it is too, that the principal of the Jewish side is a Roman Catholic. There are 40,000 Protestants in Vienna, and yet no Protestant principal may be appointed, nor a special side made for Protestant children.

—Mr. Goschen found a text for a speech on the education of girls in the recent opening of the new building of the Bishopgate Girls' School. No one is likely to dispute the assertion of the Chancellor of the Exchequer that there has been a great improvement in the whole system of the education of girls during the last twenty-five or thirty years, but there are not a few who look with some anxiety upon the tendency to force girls to take up a wide range of subjects and to give them a curriculum which leaves little, if any, time for recreation. It is one thing to provide opportunities for clever girls to pass on to Girton or to Newnham; it is another to make the general standard of a school so high that there is little time for participation in the joys of home life or for a share in home duties. That this is the actual result of the present system at some of the high schools for girls cannot be denied, and their managers will do well to be on their guard against what may easily develop into a serious evil.

—Wives of teachers as assistants. In France a large number of teachers in rural districts have their wives as assistants in

school. The authority of the principal is at times rather questionable. It often happens that the assistants are called upon to "correct" the discipline of the "head-master." Once it happened that a teacher in his report to the School Superintendent complained about his wife: "The pupils' written work is not always well corrected; the lessons often show want of preparation; her zeal is mediocre." Don't think that this was an act of revenge, for the most delightful harmony exists between husband and wife, and under the guidance of the—just husband, the assistant has since made great progress, so that now she is one of the best teachers. But that may be an isolated case. The principals mostly send in glowing accounts of the excellent qualities of their "assistants," and when the inspector or superintendent comes to inspect he is much disappointed. Frequently he does not see Madame in school at all; Monsieur teaches both classes, because Madame is "momentarily" absent.

### **Literature, Historical Notes, etc.**

#### **A DEAD LANGUAGE.**

The world counts now several dead languages, among which the principal are the Pali, the Sanskrit, the Hebrew, the Greek and the Latin, considering them in the order of their antiquity. The prayers of the Buddhists in Ceylon and Siam are written in the first. If a traveller enters one of the temples of this religion in either of these countries, he sees squatted on the mats about him priests reading them aloud, or rather mumbling them, and seeming to have a very obscure idea of what they mean. The knowledge of the Sanskrit and its literature is kept alive by such scholars as Max Müller and by the learned institutions of different countries where it is taught to those who desire to learn it. The principal monument of the Hebrew is the Christian Bible, with the original of which Jewish rabbis and Catholic and Protestant clergymen are presumed to be more or less intimately acquainted. Other languages of antiquity, such as the Chaldaic and the Egyptian, expressed on papyri and on stone monuments of different forms, are known only to special students, and by them only with a degree of uncertainty that leads often to singular linguistical complications. For instance, recent Egyptologists have discovered that a word, or the sign of a word, which their predecessors had always translated "gate"

really means "the lower world," which is a serious difference. If further investigations led to similar results, grave doubts might be thrown on what we are supposed to know of Egyptian history, as, for example, the discovery that the hieroglyph for "cartwheels" meant "barley-cake," or that for "sarcophagus" signified a "kneading-trough."

The obligation of modern languages to the Pali, Sanskrit and Hebrew, that is a matter of origin, is so indefinite that it is not now a practical question except to the philologists, which means that if we knew them we should not have any better command of our own tongue than at present. With the Latin and Greek it is otherwise, for all the modern languages are largely made up of them, and several, like the Italian, Spanish and French, contain comparatively few words that do not come from the first, the admixture of words of Greek origin being much less important. That the Romans, after occupying Spain and Gaul for several hundred years, should have so thoroughly succeeded in exterminating the native dialects shows an extraordinary force of character and power of assimilation in this wonderful people. The person who knows Latin well reads Italian, Spanish and French with comparative ease, and considering the number of scientific and technical terms that have greatly increased of late years, it may be said that Latin is also a key to the English language. Those who plead for the continuation of classical education in the old manner would do well to give greater weight to this last reason, instead of confining themselves exclusively to urging the value to the student of a knowledge of Latin literature, which is almost their only argument.

The reign of pure Latin was brief, as it began to deteriorate rapidly after the Augustan era. Languages still change easily by the introduction of new words, but it is evident that the invention of printing gave them a permanence they did not have before. It is curious to observe that Horace pleads for the employment of new words in his poems as Keats or Mrs. Browning might have pleaded for the privilege of enlivening their verses with the obsolete words of Chaucer's time. The gradual disappearance of Latin from France, Spain and Italy, cannot be definitely followed through the dark ages, but it naturally survived longest in Italy, where it was the language of the entire people, and where it merged into a corrupt or rustic Latin before it took shape as the modern Italian. It continued, however, for hundreds of years, to remain the language of the learned, not in Italy alone, but all over Europe.

Churchmen wrote it and spoke it, not as Horace, Virgil and Cicero did, it is true, and learned monks employed their leisure time, of which they had considerable, in copying Greek and Roman manuscripts, and thus transmitting these works to posterity.

Three hundred years ago Latin was taught with a thoroughness not since attained. Not only did church dignitaries speak and write it fluently, but authors, diplomatists, the noblemen of certain countries, and even women had a similar command of it. Among the women most distinguished for their knowledge of Latin were Queen Elizabeth and Lady Jane Grey, who wrote and spoke it with ease. Queen Elizabeth used to converse in it with the erudite Englishmen of her time and with the representatives of foreign powers at her court, while the letters of Lady Jane, which have been preserved, show that if her Latin was not the classic tongue of the Augustan era, it was elegant as compared with that of her scholarly contemporaries. As the modern languages were then little studied, Latin was necessarily the language of diplomacy, and almost the only means people of different countries who travelled little had of communicating with one another. The use of it in conversation and correspondence has become more circumscribed as the knowledge of modern tongues has grown more general, though it is still employed by the Pope and the higher Catholic clergy all over Europe, more especially in France and Italy. As a diplomatic language it has been entirely replaced by the French.

The question as to the extent to which Latin should be taught in public schools and colleges is not only natural, but it has become inevitable. In Queen Elizabeth's time there was little to be studied in school besides the ancient languages, mathematics, the moral sciences (dialectics included), theology and history. The physical sciences, as we now understand the term, might almost be said not to exist. Men were beginning to have some ideas on the subject of astronomy, but as to geology, chemistry, mineralogy, anatomy, botany, zoology, with their related sciences, to say nothing of evolution and the new phases it has given to knowledge and speculation, they may almost be said to be the product of the present century. As the student cannot learn everything in this vast round of knowledge it has to be decided for him what is to be omitted. The question has been more or less discussed in the United States for the last twenty years, with the practical result of greatly increasing the number of technical schools and aug-

menting the departments of practical knowledge in nearly all our higher institutions of learning where Latin and Greek are now optional. In the matter of practical education and the number of our technical colleges we are already far in advance of any other nation.

Attachment to the classics has proved much stronger in Europe, where the same question arose later. The young Emperor of Germany, while he recognizes the fact that it is an excellent thing to be a man of learning, thinks it much more important that the mass of the people should be put in the way of earning their own living, and he therefore favours the subordination of Latin and Greek to more practical studies. He will perhaps partly succeed in carrying out his views, though the faculties of the universities and gymnasiums will be against him. In England the Universities have thrown their influence into the scale in favour of Latin and Greek, and have won the day, though in the public schools the courses of technical study are optional, and the number of technical schools is increasing throughout the British islands. The universities, it must be remembered, are for the privileged classes and not for the people. In France, the same question is the order of the day, there being a great effort made to reform what is called secondary education by rendering it more practical, that is, by giving greater prominence to the applied sciences and the modern languages. The victory will not probably rest entirely with either party. The faculties will urge that as French is entirely made up of Latin, it is of the utmost importance that every Frenchman should know it if he desires to have entire command of his own language, and the argument will prevail. On the other hand the lyceums, or colleges, will have optional courses of study, while the number of technical schools will be gradually increased.

—Phrases and slang terms are frequently born of interesting episodes, as witness the following: Peter the Great, while off driving in the neighbourhood of Moscow on one occasion, was seized with the pangs of hunger. "What have we in the hamper?" he asked of his aide. "There is but one candle left, your Majesty," replied the aide, "but I think I can exchange it for a fowl at the next farmhouse, if you wish." "Do so," replied the czar, "for I am famished, and do not care for a light luncheon." The aide laughed, and, as he had surmised, managed the exchange; but the bird was found unusually tough. "I do not think, Vosky," said the emperor, later—"I do not think the game was worth the candle."



## Practical Hints and Examination Papers.

—One often gets a great deal of encouraging help from just a glimpse into a schoolroom. Here is a sample :

1. Neat rooms.—What a difference in janitors in cleaning rooms and what a difference in teachers in keeping them clean.

2. Neat board work.—Orderly, systematic, language and number lessons—a tasty border on the board.

3. Mottoes.—Colored crayon had made some exceedingly pretty designs, in which were worked short mottoes.

4. A card of memory gems—Plainly printed first words of the gems as catch words for pupils.

5. Some remnants on the board of neat diagrams in grammar.

We were not in the room three minutes, but we saw all this and more, and noticed that the pupils obeyed the signals, and that the signals were not loud ones, either.

—Here is a hint which may be of service to nearly all our teachers. The worry incident to the falling of the “soft snow” is known to every teacher. Would some such a lesson as the subjoined tend to ease the teacher’s task.

Have you had your first snow-storm? We have. Its approach announced by a flurrying messenger or two, it descended upon us one calm evening, “between the dark and the daylight,” the large, fleecy flakes lingering and intermingling in their mazy pathways until as if by some sudden impulse, each swiftly sought a resting place upon the bosom of mother earth.

In the morning all youthful hearts were glad. The eager children, each brimming over with cheerfulness and enthusiasm, were at school in good time. Morning exercises and tasks seemed to have no effect in reducing their enthusiasm. When these were completed, and school dismissed, dinners were “bolted” and soon all were outside.

“Oh, jolly, boys, it packs!” shouted John.

“Let’s have a battle,” cried Ernest.

“All right, here goes,” and mischievous Harry delivered the first shot with such precision that Ernest’s hat was knocked off. Then began a “Random Engagement,” each boy making a mark of each other boy. This lasted long, and when the bell summoned the boys to their tasks once more, the school porch bore many a mark of “the conflict.” Good nature seemed to rule that day, and girls and boys took their places, with faces all aglow, and eyes sparkling with good natured mischief.

“Girls and boys, attention”—a pause—a look of anxious inquiry overspreading each face.

“I want to say a few words about snow-balling.” Each face takes a soberer look.

“I like snow-balling, and I see by your faces that you do too.”

The sober faces wreathed themselves in happy smiles, each jewelled with a pair of twinkling eyes.

"You have enjoyed yourselves to-day, and I am glad to see your cheerful, glowing faces. To-day's engagement was the first of the season; and I shall now tell you what will be expected of you in any future snow-battles you may have.

"When I was a boy one thing I always liked to see was fair play, and I like it just as much yet. So I want to give you fair play, and shall, of course, expect the same from you all. I am going to give you a few easy rules to guide you hereafter.

"The first is, *Snow-balls must not be thrown at or towards any part of the school building.* When playing snow-ball, girls or boys must not tempt their playmates to break this rule by taking refuge in the school porch or schoolroom.

"Is the first a fair and easy rule?"

"Yes, sir," comes from a chorus of voices.

"The second is, *Play honorably, or play not at all.* There is a person that I think all girls and boys despise; his name is meanness. Any one who will put a piece of ice, or a stone, or any hard substance in a snow-ball, and throw it at another, is *mean* and *cowardly*, and deserves to be shunned by honorable boys,"—nods of approval—"Do you agree with my idea of such a boy?"

"Yes, he's a coward," say all.

"He would never make a general," says thoughtful James.

"The third is, *Do not snow-ball any one who does not wish to play.*"

"That would be mean," said Harry.

"Now those are my three rules. What do you think of them?"

"They are fair," was the immediate response.

"We thought you were going to make us stop playing snow-ball at first. We would be mean if we broke the rules," said Ernest.

"To-morrow, perhaps, I may show you that I have not yet forgotten how to snow-ball."—A clapping of hands.

"Thank you, girls and boys, for your cheerful attention. Now let each apply himself as earnestly to his task as he did to the snow-balling, and our work inside will be as enjoyable as our play outside."

"Second, Third, Fourth and Fifth classes will find their work on the side-board. First class, Reading, ready, rise, forward.—A quiet hum of busy earnestness.

—A burst of laughter greeted me as I neared the entrance to Miss Bright's room. Doubtful as to whether I should enter, I stopped a moment; but knowing there could not be anything very wrong in that class, and feeling sure that their teacher would not consider my visit an untimely intrusion, I knocked and stepped in. The children looked the very picture of happiness and merriment, while Miss B— was trying in vain to control her risibles.

With an effort she managed to regain her wonted gravity, and touch her silvery-toned bell, when quiet again reigned and all looked

very orderly and attentive. "You didn't know we were such a jolly class, Miss Lee?" she said. "We do not often make so much noise, but we were enjoying a good laugh over the funny experiences of 'Mother Hubbard and her dog.' Freddy brought his Christmas book, and I was reading the story aloud when we became so uproarious." What is so refreshing as the unrestrained and unaffected laughter of children? "Cold water to the tired soul and food for the hungry mind" it is said to be by one of the sages. I begged that the story might be continued, and so the remaining verses were read, while the children sat with parted lips and sparkling eyes that danced from their teacher to each other with most infectious merriment.

I thought as I left that room, what a pleasure it was to be in a good-natured atmosphere. Good humor was the standard rule in the class. Orders were given with the necessary firmness, and yet with a pleasant tone and manner that always insured cheerful and happy obedience.

No doubt some of my readers can recall teachers they had in their younger days, who possessed the "knack" of creating cheerful atmospheres, and who carried sunshine with them wherever they went. They can doubtless recall others of a "nagging" disposition, who succeeded in producing instead a feeling very far removed from good humor.

The habit of good nature is one that needs to be cultivated in all departments of teaching, but especially among the little ones. Children are such brilliant reflectors. If we happen to be dull and dispirited, how quickly we see the same dark spirit taking possession of our scholars; but if instead we are bright and cheerful, we see the glad light of a happy heart reflected from every little face in the room.

It is from Joseph Addison's cheery pen that we have the words, "There is nothing that we ought more to encourage in ourselves and others than that disposition of mind which in our language goes under the title of good-nature." . . . It is more agreeable in conversation than wit, and gives a certain air to the countenance that is more amiable than beauty.

### MODEL SCHOOL DIPLOMA.

#### *Botany.—One hour.*

1. What are the functions of the root and the leaves of a plant?
2. Enumerate and describe the different parts of a perfect flower, and distinguish between the terms complete, symmetrical and regular, as applied to flowers.
3. To what orders do the following plants belong? hepatica, club-moss, hypericum, mushroom, nasturtium, fern, chickweed, woodsorrel, clover, meadow-sweet, dogwood.
4. Explain the following terms, angiosperm, umbelliferous, carpel, leguminous, composite, cotyledon, exogen, exogen, perianth.
5. Distinguish between the terms, division, family, genus, species, and give any two plants not previously mentioned as illustrative of such distinctions.

6. What is a botanical fruit? distinguish between a potato, an apple, a strawberry, a raspberry.

7. Explain the terms cell, protoplasm, pedicel, runner, tendril, tissue, chlorophyll.

*Latin.*

*Cæsar Bell. Gall. Bk. I. ch. I.—25.*

1. Translate "Interea ea legione quam secum habebat, militibusque qui ex provincia convenerant, a lacu Lemanno, qui in flumen. Rhodanum influit, ad montem Juram, qui fines Sequanorum ab Helvetiis dividit, milia passuum decem novem murum in altitudinem pedem sedecim fossamque perducit. Eo opere perfecto praesidia disponit castella communit, quo facilius, si se invito transire conarentur prohibere possit. Ubi ea dies quam constituerat, cum legatis venit, et legati ad eum reverterunt, negat se more et exemplo populi Romani posse iter ulli per provinciam dare; et si vim facere conentur prohibitorum ostendit. Helvetii ea spe dejecti navibus junctis ratibusque compluribus factis, alii vadis Rhodani, qua minima altitudo fluminis erat, non nunquam interdum, sæpius noctu, si perumpere possent conati, operis munitione et militum concursu et telis repulsi hoc conatu destiterunt.

2. Translate into Latin (1) He drew up his line of battle in the middle of the hill. (2) At break of day the summit of the mountain was held by the enemy. (3) After his death the Helvetii endeavoured to go out of their camp. (4) Cæsar was informed through spies that the Helvetii had crossed the river.

3. Give the Gender and singular number of *iter*, *dies*, *ager*, *flumen*, *jus*, *impetus*—parse *possent*, *fiabat*, *velint*, *fluat*, *miserat*, *consuesse*—the 1st person singular of the perfect indicative, 1st future, present subj. also the supine and present infinitive of *moveo*, *sentio*, *audeo*, *creasco*, *peto*, *fleo*.

4. Translate "De tertia vigilia T. Labienum legatum pro prætore cum duabus legionibus et iis ducibus qui iter cognoverant summum jugum montis ascendere jubet; quid sui consilii sit ostendit. Ipse de quarta vigilia eodem itinere quo hostes ierant ad eos contendit equitatumque omnem ante se mittit. P. Considius, qui rei militaris peritissimus habebatur, et in exercitu L. Sullae et postea in M. Crassi fuerat, cum exploratoribus præmittitur.

5. Compare *supra*, *citra*, *celer*, *facile*, *ultra*, *propre*—distinguish between deponent, transitive and intransitive verbs and give an example of each.—Explain the construction of (1) *spe* *reditionis* *sublata*, (2) *ut* *tertia* *acies* *venientes* *sustineret*, (3) *postero* *die* *castra* *ex* *eo* *loco* *movent*.

6. What is the Latin for a hostage, an army, forces, baggage, corn, a space of two years, a trader, a city, a town, a village?—What cases are used for point of time, duration of time, and which for motion to and from a place?

### Books Received and Reviewed.

OID, edited by J. H. and W. F. Allen and J. B. Greenough, and published by the Messrs. Ginn & Co., Boston, U.S.A., consists of a collection of Ovid's principal works, chiefly the *Metamorphosis*, together with a life of the author and notes, with a vocabulary of all words which occur in the text. This work is the latest addition to *Allen and Greenough's Latin Series*, and is such that we have no hesitation in recommending it to the attention of our readers.

TALES FROM HERODOTUS, by G. S. Farnell, M.A., and published by the Messrs. MacMillan & Co., London. Mr. Farnell has in this little book arranged a selection of stories from Herodotus suitably for easy Greek reading, and in doing so he has diverged as little as possible from the original of the great historian. The notes are well chosen and the vocabulary admirable.

### Official Department.

THE DEPARTMENT OF PUBLIC INSTRUCTION,  
QUEBEC, 10th March, 1892.

#### THE PROTESTANT CENTRAL BOARD OF EXAMINERS.

The next examination of candidates for teachers' diplomas will open Tuesday, 28th June next, at 9 a.m.

The local centres, deputy examiners and places of meeting are as follows:—

Local Centres.	Deputy Examiners.	Place of Meeting.
1. Aylmer . . . . .	Rev. A. Magee . . . . .	Model School.
2. Cowansville. . . . .	Inspector Taylor . . . . .	Academy.
3. Gaspé Village. . . . .	Rev. J. P. Richmond. . . . .	Schoolroom
4. Huntingdon . . . . .	Inspector McGregor . . . . .	Academy.
5. Inverness . . . . .	Inspector Parker. . . . .	Academy.
6. Lachute. . . . .		Academy.
7. Montreal. . . . .	Dr. Kelley . . . . .	Normal School.
8. New Carlisle. . . . .	W. M. Sheppard . . . . .	Court House.
9. Quebec . . . . .	T. A. Young. . . . .	High School.
10. Richmond. . . . .	Rev. John McLeod . . . . .	St. Francis College.
11. Shawville . . . . .	Rev. W. H. Naylor. . . . .	Academy.
12. Sherbrooke. . . . .	Inspector Hubbard . . . . .	Ladies' Academy.
13. Stanstead. . . . .	Inspector Thompson. . . . .	Wesleyan College.
14. Waterloo . . . . .	Rev. J. Garland . . . . .	Academy.

Candidates for elementary and model school diplomas may present themselves at any of these centres, but candidates for academy diplomas are required to present themselves at Montreal, Quebec or Sherbrooke. They are required to make application for admission to

examination to the Secretary of the Board (Geo. W. Parmelee, Quebec) *on or before the first of June next*. The regulation requires only *fifteen days' notice*, and candidates giving such notice will, of course, be admitted. But as it is almost impossible to make all the preparations necessary on fifteen days' notice, candidates are earnestly requested to file their applications *before the first of June*.

Candidates will please note *that no applications will be received after the time prescribed by law, namely, the 13th of June*.

The applications of the candidates should be in the following form :

I.....(a).....residing at.....(b).....county of....(c)....  
 professing the....(d)....Faith, have the honor to inform you that  
 I intend to present myself at.....(e)..... for the examination for  
 ....(f)....diploma the first week in July next. I enclose herewith  
 (1) A certificate that I was born at.....county of.....the  
 ....day of....18.. (2) A certificate of moral character according to  
 the authorized form. (3) The sum of.....dollars for examination  
 fees.

(Signature)

.....

It is absolutely necessary that candidates follow closely this form of application. The special attention of candidates is therefore called to the following points in reference to the form : In the space marked (a) the candidate's name should be written in full—and legibly ; much trouble and confusion is caused by neglect of this simple point—some candidates give their initials—some give a shortened form of their real names—some give one name in the application and a different name in the certificate of baptism. *Insert in the space marked (a) the true name in full, just as it appears in the certificate of baptism or of birth, and in any subsequent correspondence or documents connected with educational matters in the Province give the same name in full as your signature.*

In the spaces marked (b) (c) give the post office address to which you wish your correspondence, card of admission, diploma, etc., mailed.

In the space marked (d) insert "Protestant" or "Roman Catholic;" at (e) insert the local centre ; at (f) the grade of diploma.

Three things are to be enclosed with the application :—

(1) A certificate of baptism or birth, giving the place and the exact date of birth. Note that the mere statement in the application is not sufficient. An extract from the register of baptism, or, where this cannot be obtained, a certificate signed by some responsible person, must be submitted with the application. Candidates who are eighteen years old before or during the year 1892 are eligible for examination in July next. *Candidates under age are not admitted to examination.*

(2) A certificate of moral character, according to the following form, must accompany the application: "This is to certify that I, the undersigned, have personally known and had opportunity of observing.....(*Give name of candidate in full*).....for the .....last past; that during all such time *his* life and conduct have been without reproach; and I affirm that I believe *him* to be an upright, conscientious and strictly sober man.

(*Signatures*)

(*Signature*)

.....

.....

.....

of the.....congregation  
at.....to which the  
candidate belongs.

This certificate must be signed by the minister of the congregation to which the candidate belongs, and by two school commissioners, school trustees or school visitors.

As unexpected difficulties and delays arise in the preparation of these certificates of age and moral character, intending candidates will do well to get these certificates at once, in order that they may be in a position to make application at the appointed time.

(3) A fee of two dollars for elementary and model school diplomas, and three dollars for academy diplomas, is to be enclosed with the form of application.

Upon receipt of the application with certificates and fees, a card of admission to the examination will be mailed to each candidate. This card must be presented to the deputy examiner on the day of examination. Each card is numbered, and at the examination candidates will put their numbers on their papers, instead of their names. Great care should be taken to write the numbers legibly and in a prominent position at the top of each sheet of paper used.

In the examination for elementary diplomas, algebra, geometry and French are not compulsory; but, in order to be eligible for a first-class diploma, candidates must pass in these subjects.

Those candidates who received third-class diplomas last year with the right to receive second-class diplomas after re-examination in one or two subjects, will require to give notice in the usual way if they intend to present themselves for re-examination. Such candidates are requested to notice that their re-examination must be taken on the day and hour fixed for their subjects in the general scheme of the examination.

Candidates claiming exemptions on the ground of their standing in the A. A. examinations should state this in their application, and they will receive a certified list of the subjects in which they are entitled to exemptions.

The following are the subjects and the order of the examination for the three grades of diplomas :—

	Elementary.	Model.	Academy.
Tuesday, 9-12.	{ Reading, Writing, Dictation ; Arithmetic.	{ Reading, Writing, Dictation ; Arithmetic.	{ Reading, Writing, Dictation ; Arithmetic.
Tuesday, 2-5.	{ Grammar and Composition ; Literature.	{ Grammar and Composition ; Literature.	{ Grammar and Composition ; Literature.
Wednesday, 9-12.	{ History, Scripture and Canadian ; Geography.	{ History, Scripture and English ; Geography.	{ History, Scripture and English ; Geography.
Wednesday, 2-5.	{ Drawing ; Art of teaching.	{ Drawing ; Art of teaching.	{ Drawing ; Art of teaching.
Thursday, 9-12.	{ Book-keeping ; Physiology and Hygiene ; School Law.	{ Book-keeping ; Physiology and Hygiene ; School Law.	{ Book-keeping ; Physiology and Hygiene ; School Law.
Thursday, 2-5.	{ Algebra ; Geometry.	{ Algebra ; Geometry.	{ Algebra ; Geometry.
Friday, 9-12.	{ French. .....	{ French ; Botany.	{ French ; Botany.
Friday, 2-5.	{ ..... .....	{ Latin. .....	{ Latin ; Roman History.
Saturday, 9-12.	{ ..... .....	{ ..... .....	{ Grecian History. Greek ;
Saturday, 2-3½.	{ ..... .....	{ ..... .....	{ Trigonometry.

Candidates should examine carefully the amended syllabus of examination, copies of which may be obtained from the Secretary.

#### NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, under date the 4th February, 1892, to revoke the Order-in-Council of the 26th January, 1882, annexing certain properties of the Municipality of St. Raphael to the municipality of St. Charles, County of Bellechasse, for school purposes. This change to take effect the 1st July, 1892.

16th February.—To appoint two School Commissioners for the Municipality of Barford, County of Stanstead.

To appoint Mr. Thomas Marshall School Trustee for the Municipality of Portneuf, County Portneuf, to replace Mr. W. J. Gillespie, gone out of office.



- To appoint a School Commissioner for the Municipality of Aumont, County Ottawa.
- 18th February.—To change the limits of the School Municipalities of Portneuf, Bois de l'Ail and St. Bazile, County Portneuf.
- To erect a Roman Catholic School Municipality, under the name of Ste. Croix de Durham, County Missisquoi.
- To erect a distinct School Municipality, under the name of Lac Escrear, County Ottawa.
- To detach from the Municipality of Wickham West, County of Drummond, the lots Nos. 26, 27, 28, 29 and the half of lot No. 30, of the ninth range of the Township of Acton, lots 29, 30 and the first quarter of east lot No. 31 of the tenth range of the Township of Acton, and annex the same to the Municipality of Saint Théodore d'Acton, County of Bagot, for school purposes. Such annexation to take effect on the 1st of July, 1892.
- To erect a distinct Roman Catholic School Municipality, under the name of Notre Dame des Neiges de Masson, County Ottawa. This erection to take effect 1st July, 1892.
- To revoke the Order-in-Council No. 142, of the eighth day of May, 1882, and the Order-in-Council No. 346, of the eighth day of August, 1883, and to annex into one Municipality the Municipalities of Grande Vallée and Grande Vallée Est, to form, from the first day of July next, 1892, one School Municipality, under the name of Grande Vallée, County of Gaspé.
- To change the limits of the School Municipality of Mailloux, County Bellechasse.
- To erect a distinct School Municipality, under the name of St. Achillée, County Montmorency; also a distinct School Municipality, under the name of Sainte Lucie d'Albanel, County Lake St. John. These erections to take effect 1st July, 1892.
- To order that lots 1 and 2 in the fifth range, lot 1 in the sixth range, lot 1 in the seventh range and lot 1 in the eighth range of Orford be detached from the Municipality of Orford, County of Sherbrooke, and annexed to the Municipality of Brompton, County of Richmond, for school purposes; and that the south-west parts of lots 32 and 33 in the fifth range, the south-west half of lot 30, the south-west half of lot 29, the south-west quarter of lot 28 of the fifth range, and all of Gore, lot 28 in the sixth range of the Municipality of Brompton, be detached from the Municipality of Brompton, County of Richmond, and annexed to the municipality of Orford, County of Sherbrooke, for school purposes. These changes of limits to take effect the first day of July next, 1892.
- 26th February.—To appoint a School Commissioner for the Parish of Chambly, County of Chambly; one for the Municipality of St. Gilles, County Lotbinière; and one for the Municipality of St. Germain, County Drummond. 712.