

Technical and Bibliographic Notes / Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for filming. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of filming, are checked below.

L'Institut a microfilmé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de ce: exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de filmage sont indiqués ci-dessous.

- Coloured covers/  
Couverture de couleur
- Covers damaged/  
Couverture endommagée
- Covers restored and/or laminated/  
Couverture restaurée et/ou pelliculée
- Cover title missing/  
Le titre de couverture manque
- Coloured maps/  
Cartes géographiques en couleur
- Coloured ink (i.e. other than blue or black)/  
Encre de couleur (i.e. autre que bleue ou noire)
- Coloured plates and/or illustrations/  
Planches et/ou illustrations en couleur
- Bound with other material/  
Relié avec d'autres documents
- Tight binding may cause shadows or distortion  
along interior margin/  
La reliure serrée peut causer de l'ombre ou de la  
distorsion le long de la marge intérieure
- Blank leaves added during restoration may appear  
within the text. Whenever possible, these have  
been omitted from filming/  
Il se peut que certaines pages blanches ajoutées  
lors d'une restauration apparaissent dans le texte,  
mais, lorsque cela était possible, ces pages n'ont  
pas été filmées.
- Additional comments: /  
Commentaires supplémentaires:

- Coloured pages/  
Pages de couleur
- Pages damaged/  
Pages endommagées
- Pages restored and/or laminated/  
Pages restaurées et/ou pelliculées
- Pages discoloured, stained or foxed/  
Pages décolorées, tachetées ou piquées
- Pages detached/  
Pages détachées
- Showthrough/  
Transparence
- Quality of print varies/  
Qualité inégale de l'impression
- Continuous pagination/  
Pagination continue
- Includes index(es)/  
Comprend un (des) index
- Title on header taken from: /  
Le titre de l'en-tête provient:
- Title page of issue/  
Page de titre de la livraison
- Caption of issue/  
Titre de départ de la livraison
- Masthead/  
Générique (périodiques) de la livraison

This item is filmed at the reduction ratio checked below/  
Ce document est filmé au taux de réduction indiqué ci-dessous.

10X	12X	14X	16X	18X	20X	22X	24X	26X	28X	30X	32X
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SUBSCRIPTION:

PER ANNUM, \$1.00.

SINGLE No. 10 Cts.

THE  
EDUCATIONAL RECORD

OF THE  
PROVINCE OF QUEBEC,

THE MEDIUM THROUGH WHICH THE PROTESTANT COMMITTEE OF THE COUNCIL OF  
PUBLIC INSTRUCTION COMMUNICATES ITS PROCEEDINGS  
AND OFFICIAL ANNOUNCEMENTS.

Editor, - - - J. M. HARPER.

Editor of Official Department, Rev. E. I. REXFORD

CONTENTS:

	PAGE
ARTICLES: ORIGINAL AND SELECTED:	
Practical Teaching.....	61
The Knock Alphabet.....	65
EDITORIAL NOTES AND COMMENTS.....	67
CURRENT EVENTS.....	71
LITERATURE, HISTORICAL NOTES, ETC.....	76
PRACTICAL HINTS AND EXAMINATION PAPERS.....	85
CORRESPONDENCE.....	88
BOOKS RECEIVED AND REVIEWED.....	89

Montreal:

DAWSON BROTHERS, Publishers.

1888.

# MCGILL NORMAL SCHOOL

**32 BELMONT STREET, MONTREAL.**

**T**HIS Institution, under the joint control of the Honorable the Superintendent of Public Instruction for the Province of Quebec and the Corporation of McGill University, is intended to give a thorough training to Protestant teachers.

The complete course extends over a period of three annual sessions of nine months each—an Elementary School Diploma being obtained at the close of the first session, a Model School Diploma at the close of the second, and an Academy Diploma at the close of the third. All these Diplomas are valid as authorizations to teach in any part of the Province of Quebec, without limitation of time.

None are admitted to the School but those who intend to devote themselves to teaching in the Province of Quebec for at least three years. To such persons, however, the advantages of the School are free of charge, and those who are successful in getting Diplomas receive, at the close of the session, a sum not exceeding \$36 in aid of their board, and, if they reside more than ninety miles from Montreal, a small additional sum towards their travelling expenses.

Admission to the School is by examination only. The conditions of admission to the higher classes may be learned by consulting the Prospectus of the School. Candidates for admission to the Class of the First Year must be able to parse correctly a simple English sentence; must know the Continents, greater Islands, Peninsulas, and Mountains, the Oceans, Seas, larger Gulfs, Bays, Straits, Lakes and Rivers, and the chief political divisions and most important Cities of the world; must write neatly a Dictation from any School Reader, with no more than five per cent. of mistakes in spelling, in the use of capitals and in the division of words into syllables; and must be able to work correctly examples in the simple rules of arithmetic and in fractions.

The next session of the School opens September 1st, 1887. Names of candidates will be enrolled on the 1st and 2nd days of the month, examinations will be held on the 3rd, successful candidates will be received and lectures will commence on the 4th.

Forms of application, to be partially filled at the places of residence of candidates, and copies of the Prospectus of the School, may be obtained by application to the Principal, Dr. Robins. When issued, the Prospectus of the School for 1887 will be sent to every Protestant minister of Quebec, as far as addresses are attainable.

THE  
**EDUCATIONAL RECORD**  
OF THE  
PROVINCE OF QUEBEC.

---

---

No. 3.

MARCH, 1888.

VOL. VIII.

---

---

**Articles: Original and Selected.**

**PRACTICAL TEACHING.**

BY CHARLES JACKSON, B.A., WATERLOO.

*(Continued from February No.)*

It may be well now to proceed to a few illustrations of my subject, considered with reference to the excellent Course of Study prescribed to be taught in our country Academies.

Many pupils present themselves at our Academies, willing enough to take the "full course," with the exception of Latin. They say that they can't see how it will ever be of any use to them, as they are not going to be teachers. What is the manifest duty of the Principal in such cases? If he be a practical man, he will point out to them, that Latin would be of direct and immediate benefit, not only in enabling them to see how their own language is derived, but also that, taken in connection with English Grammar, it would render this far more interesting, and would secure to them a thorough knowledge of it in the shortest possible time.

They are persuaded to take it on trial for a month, with the clear understanding that they may give it up at the end of that time if they so desire. They are not even asked, as yet, to purchase a text-book: but in the first lesson, their interest is awakened by a few simple derivations, such as:—from *umbra*, a shadow, we get umbrella; from *agricola*, a farmer, we get agriculture, and so on. The cases are next learned in a few moments by repetition after the teacher. These cases, with their various

signs, are then explained by means of some familiar nouns of the first declension, written on the board. Soon a simple verb is taught them; and by allowing them to conjugate it both individually and simultaneously, they soon find it "great fun." Long before the month is gone, nine out of every ten will be ready to admit that Latin—that great bugbear of a few weeks before—is a very interesting and by no means difficult study: and they will be willing to be led on still farther into its mysteries. Short sentences—English-Latin and Latin-English—are next taken up: but with almost the very first sentence, parsing should begin.

Let it be conducted, for example, thus:—

"Attention, class! What is the rule which we must always follow in parsing nouns and adjectives? First, we must tell to what declension they belong. *Umbra*, a noun of the first declension, because it makes its genitive singular in *a*; then, give the nom. and genitive case; nom. *umbra*, gen. *umbrae*: lastly, case, number, gender. Lastly what? Case, number, gender,—nom. sing. fem., and the subject of some verb understood.

"Now, how must verbs be parsed? We have a regular rule: first, we must tell to what conjugation the verb belongs. *Amat*, a verb of the first conjugation. Why?—Because its present infinitive ends in *are*. Then, give the principal parts; *amō, amāvi, amātum, amāre*: and lastly, tense, mood, number and person; pres. indic. third sing. and agrees with some noun or pronoun understood."

From this time forward, their rapid progress will be encouraging both to teacher and pupils; the teacher, meanwhile, never relaxing his efforts to make each lesson as practical as possible in its application to our own language.

As soon as they know the declensions and regular verbs, take up all the principal rules used—three or four a day—and let them say these both singly and as a class. It will be little more than play to them. For instance:—

"Time how long is put in what case?—The accusative.

Time when?—In the ablative.

To a place?—In the accusative.

From or by a place?—In the ablative.

In or at a place—if the noun be of the first or second declension and singular number—is put in what case?—In the genitive.

In all other cases?—In the ablative.

When, in the genitive, class?—If it be of the first or second declension, and singular number.

And when in the ablative?—In all other cases.”

And so the work goes on: and in many cases in two years from the day of their initial lesson, the very youths who at first were loth to take up Latin—and whose fathers perhaps were equally indifferent in the matter—these youths will have received their A. A. certificate, and gone on to McGill, there to win higher honours, and to gain broader views of the better possibilities of life.

Again: John Jones presents himself at the Academy. He has no love for Arithmetic; can't understand it, and never expects to. What shall be done with him?

In a large majority of cases, an interest can be awakened by giving daily practical examples. As soon as John has mastered the four fundamental rules, teach him to apply them practically, say, in the measurement of wood. Tell him to measure his father's wood pile, and to bring the result of his work the next day. By this time he will be eager to get a little note-book for his practical examples; for he is already discovering that figures are not so very dry after all! He goes on, and we soon find him, one day calculating the number of yards of carpeting it would take to cover the Academy floor; then the area of the walls; and a third day, the area of a right-angled triangle, or of a triangle when the three sides are given. And when, at the expiration of a few months, we examine our young friend, we find that he can now, not only do with facility the, perhaps, less interesting work of the text book, but he has also made rapid strides in the more extended field of mensuration.

Again: to briefly touch upon Geography. Create an interest by frequently taking the class on imaginary voyages; encouraging the pupils to tell in their own words all they know about the countries visited—their position, extent, inhabitants; soil, climate and products; chief cities, religion, government and exports. The class should also daily locate half-a-dozen cities, an exercise which very materially adds to the interest in the lesson.

Perhaps no subject is capable of being taught more practically

than English Grammar; and yet, how often the teacher hears a new pupil say—"I can't learn Grammar"; or "I can't understand Grammar." In many cases, the pupil is not to blame; for his previous teaching has perhaps been of such a cold, mechanical sort, that it is no wonder he has lost courage, and considers it the most hateful subject under the sun.

In the first place, then, assuming the pupils to have a knowledge of the parts of speech, drill the class on simple sentences until they thoroughly understand the terms *subject*, *predicate* and *object*. Illustrate these by means of sentences referring to objects found in the class-room. Then, teach them how to analyse, beginning with a simple sentence. For example:—"John Jones has broken his glass inkstand." *John Jones*, subject: *has broken*, predicate: *inkstand*, object: his glass, enlargement of object. They all see Jones; they see, also, the particular inkstand possessed by him; and thus the sentence has for them a living reality.

Meanwhile have them copy into scribbling-books any definition which may be more concise, and more readily understood than the one given in the text-book; but do away with all unnecessary definitions at first. Spend a portion of the time devoted to the lesson, in illustrating common errors in speech; such as—"I done it"; "Get them things"; and direct their attention very frequently to the incorrect pronunciation of certain words, as, "Naow Johnny run and git the caow." Such practical exercises do much to relieve the dulness of grammar, and to ensure its application in daily conversation.

Thus might one similarly illustrate each subject of our Course: but enough has been said to show, that the successful teacher can be no mere imitator; but must be able to adapt his teaching to fit the conditions and peculiarities of his pupils.

Finally, should the teacher, after all his efforts, feel discouraged over some untractable pupil, let him not sink under the sense of responsibility. The best of teachers cannot do it all: and therefore let him take consolation from these words of the eminent De Gérands:—

"If all the means of education which are scattered over the world, and if all the philosophers and teachers of ancient and modern times were to be collected together, and made to bring their combined efforts to bear upon an individual, all they could do would be to *afford the opportunity* of improvement,"

## THE KNOCK ALPHABET.

Even in these miracle-coining times of telegraphic signs written and spoken, the following, from George Kennair's article in the *January Century*, reads like an extract from Jules Verne. The old abbé in the Château d'If was wise enough, but he could not penetrate the thick wall between him and Edmund Dantes with other language than irregularly communicated signs of encouragement to his fellow-labourer. The means of intercommunication resorted to by some Russian prisoners was unknown to him. These are described as follows:—"The talented Russian novelist X—, who has been twice exiled to Siberia and half a dozen times imprisoned, told me last summer that when he was arrested for the first time he had never heard of the "knock alphabet"; and that when, during the second day of his imprisonment, he noticed a faint tapping on the other side of the wall, he regarded it merely as an indication that the adjoining cell was occupied, and gave it no particular attention. As the knocking continued, however, and as the faint taps seemed to be definitely segregated into groups by brief intervals of silence, he became convinced that his unknown neighbor was endeavoring to communicate with him. Upon what principle or plan the knocks were grouped he did not know, but he conjectured that the number of taps between two 'rests' might correspond with the serial number of a letter in the alphabet,—one knock standing for 'a,' two for 'b,' three for 'c,' and so on up to twenty-six for 'z.' Upon putting conjecture to the test he was delighted to find that the knocks resolved themselves into the letters 'D-o-y-o-u-u-n-d-o-r-s-t-a-n-d?' He replied with forty nine knocks, so grouped and spaced as to make 'Y-e-s'; but long before he had finished this short word he became mournfully conscious that, at the rate of forty-nine knocks for every three letters, he and his unknown correspondent would not be able to exchange more than half a dozen ideas a week. The invisible prisoner on the other side of the wall did not seem, however, to be at all discouraged, and began at once another long series of knocks, which extended to two hundred and ninety-six, and which, when translated, made the words 'Teach you better way—listen!' Mr. X—then heard a loud tap near the corner of the cell, followed by the sound of



scratching, which proceeded from that point toward the door at about the height of a man's head, as if the unknown were drawing a long horizontal line with some hard substance on the other side of the wall. After a brief interval of silence there came two staccato taps and the noise made by the scratching of a second line parallel with the first one, but a little lower down. When seven of these invisible lines had been drawn under one another about a foot apart, with a group of knocks at the beginning of each one to denote its number, the unseen artist went back to one knock, and proceeded to draw six perpendicular lines crossing the first series at right angles, so as to make a huge audible checker-board. As soon as Mr X— heard this invisible diagram, the purpose for which it was intended flashed upon his mind, and before the unknown instructor had finished knocking out the words, 'Put alphabet in squares,' the quick-witted pupil had scratched upon the floor of his cell a reduced copy of the audible tracing, and was numbering its lines and columns. His diagram when finished looked something like this:—

1	a	b	c	d	e
2	f	g	h	i	j
3	k	l	m	n	o
4	p	q	r	s	t
5	u	v	w	x	y
6	z				

After giving Mr. X— time to construct the figure, the unknown prisoner began another series of knocks, so grouped and spaced as to indicate the lines and columns in which the required letters were to be found. Five knocks followed by three knocks meant that the equivalent letter would be found at the intersection of the fifth line and third column; two knocks followed by one knock indicated letter 'f,' at the intersection of line two and column one; and five knocks followed by four knocks meant letter 'x,' at the intersection of line five, column four. The first

question asked by the unknown was 53 23 35 11 43 15 55 35 5:1 'Who are you?' The prisoners then exchanged brief biographies, and Mr X—discovered that he had learned his a, b, c's and taken his first lesson in prison telegraphy from a common criminal—a burglar, if I remember rightly—who was awaiting exile to Siberia.

---

### Editorial Notes and Comments.

---

—The success of an experiment is not always a conclusive proof that the principle, of which such an experiment has been made a test, is a sound one; yet few will be inclined, after reading the report of the brilliant "At Home" lately given by the female undergraduates of McGill College, to feel anything but grateful to Sir Donald A. Smith for his liberality in founding the Donalda Course in that institution, or to refrain from giving credit to Sir William Dawson's foresight in advocating separate classes for the male and female undergraduates. The history of the movement after its inauguration, has been epitomized, in these words, from a paper read by one of the students at the reception:—"Four years ago eight ladies received certificates from the late registrar, Mr. Baynes, that they were duly entered on the first year of the Arts course and proceeding to the Arts degree. Since then the eight have become twenty-eight—seven in the first year, ten in the second, three in the third and eight in the fourth. But the eight are not the same eight who entered. Two met the fate of Tennyson's Princess and married, while two were compelled to drop out through illness. Many ladies have been taking partial courses, bringing the number of lady students up to a hundred and eight. This year being the final year for some, the ladies thought it well to recognize and reciprocate in some way the many kindnesses done them during these four years at McGill, and deemed an "At Home" the most suitable means of expressing their gratitude." The continued success of the McGill Arts course for ladies is now all that can be looked for; and we have no doubt that the time is approaching when the number of female students from all parts of the country will equal, if not exceed, the number of males.

—The soundness of George Macdonald's philosophy on domestic affairs, from the appearance of his *David Elginbrod* until the present time, has never once been doubted, and there is the wisest of counsel to parents in these words of his:—"The mistake of all but the wisest parents consists in putting off to a period more or less too late, the moment of beginning to teach their children obedience. If this be not commenced at the first possible moment, there is no better reason why it should be begun at any other, except it will be harder every hour it is postponed. The spiritual loss and injury caused to the child by their waiting till they fancy him fit to reason with, is immense; yet there is nothing in which those who have the right to insist on obedience are more cowardly than this. The dawn of reason will doubtless help to develop obedience, but obedience is yet more necessary to the development of reason. To require of a child only what he can understand the reason of, is simply to help him to make himself his own god. If parents, through weakness or indifference, fail to teach their children obedience in the years preceding school-life, the best training of the wisest teachers can never fully supply the deficiency. It is common to talk about the work of the school in making good citizens. The school can aid in the work, but the homes of a country determine the character of the citizens." The school inspector, who is gifted with even an ordinary share of shrewdness, never fails to detect the character of the community in the conduct of the children who attend its school. The detection, of course, is easier when the teacher exhibits evidences of ability. The careless, incapable teacher will ruin any school in any community, however well ordered it may be; whereas, the gifted teacher's energy will tell upon any school in any community, however ill disciplined the children may be. In the first instance, it is not easy to say that the home training is at fault, but in the latter, the evidence of painstaking effort on the part of the teacher can nearly always be detected on the dark background of an ill-bred community of children. A town or village which changes its teacher once a year, because there is always some difficulty between pupils and teachers, ought not always to trace such difficulty to the incapacity of the teacher. There is as much sound sense in such indiscriminate criticism as there would be in the teacher, who, after failing in three or four schools, would

seek refuge from his or her deficiencies in the dogma of infant total depravity.

—The Rev. Principal MacVicar has lately been delivering a lecture on "Social Discontent," which has about it the true ring. It is re-assuring to us of Canada, with our many social ambiguities and political obliquities, to find that at least some of our public men are still bold enough to point out from the platform in the language of the prophets of old, the causes which excite to evil. The denunciation of evil, where sometimes no evil exists, is common enough, as the most of church-goers know. But Dr. MacVicar has no such rôle to play when he speaks of the social discontentment which prevails in our large communities. His it is to point out the festering fever of selfishness that begets, at first or second hand, the earthquake economics of the times. The defaulter, however he may appear in his society robes, is as bad as the thief in his hoddens gray; the combinations of wealthy corporations as iniquitous as the strikes that are fostered by the Knights of Labour; and Dr. MacVicar, in his lecture, has fearlessly pointed out why there exist so many of such in these eventful times, as well as how far certain remedies would produce a better state of things. The discontent is not with our children, as it once was when ignorance prevailed, though Dr. MacVicar seems to think that more morality and less science should be taught in our schools. Nor is it to be met with much in the circle of honest, respectable, plodding citizenship. It is at the extremities of the social scale we have to find the unrest of crimson-plush plottings and dynamite conventions, among the monopolists and those who are ever on the rush for the wealth which destroys, or among the idle and improvident who blame fate for their misfortunes, and wreak their revenge on society. And hence it is at the extremities of our social system ought to be found our public teachers—not our common school teachers, for they generally keep evil in check until our boys and girls reach youthdom,—but our ministers, our reformers, our lecturers and editors. Without their after assistance the common school is helpless in its efforts to form character. And yet how often do we find these same public teachers scoff at the inefficiencies of the school teacher and his work, pandering to the vitiated tastes of those whom they should counsel and reform, winking at, if not fostering, the gaieties and turbulencies which make for discontent.

—Andrew Carnegie, that star-spangled Scotsman, as he has been called, is a true friend to education. Of course, his enthusiasm in favour of education in general, is in no way equal to his enthusiasm for the schools of the United States. Of the latter he speaks in the following strain:—“America is the only country which spends more money upon education than on war or the preparation for war. Great Britain does not spend one-third as much, France not one-ninth, or Russia one-twenty-ninth on education as on the army. The free common school system of the land is probably, after all, the greatest single power in the edifying process which is producing the new American race. Through the crucible of a good common English education, furnished free by the State, pass the various elements—children of Irishmen, Germans, Italians, Swedes, side by side with the native American, all to be fused into one, in language, in thought, in feeling, and in patriotism. The Irish boy loses his brogue and the German child learns English. The sympathies suited to the feudal systems of Europe, which they inherit from their fathers, pass off as dross, leaving behind the pure gold of a noble political creed: ‘All men are created free and equal.’” Within the term America it must not be supposed that Mr. Carnegie includes Canada. Canada is only a colony, as he has said, and no great or excellent thing can ever come out of a colony. Yet, it seems to us that the schools of Canada have done almost as much for the emigrant as the schools of the United States, and might have been included in the eulogium. There is one thing, however, which our schools have not yet done, nor perhaps, are ever likely to be able to do,—they cannot drive the brogue from the Irish boy, nor the accent from the Scot, nor yet so far have they forced the Frenchman or German to sink his mother-tongue altogether in the more universal English. This, however, may not be traced to any serious defect in the organization of Canadian schools or school-systems, since even Bishop Strachan is said to have confessed on one occasion that it had taken him “all but eight years to get quit of his accent.” There is, however, a defect in our school curricula, not perhaps so much in that of Quebec, as in the other provinces,—sufficient attention is not given to the study of colloquial French. In many of the Protestant schools of Quebec, the French is taught through the medium of the French. The teachers address

their pupils in that language during the French class-work ; and the time is approaching when this plan will be adopted, not only in more of our English-Canadian schools but in the French-Canadian schools as well ; the plan of teaching a written language by means of a colloquial use of the same language in the school-room.

---

### Current Events.

—The withdrawal of the Rev. Canon Norman from the Protestant Board of School Commissioners of Montreal, incident to his appointment as Rector of the Quebec Cathedral, is recognized on all sides as a serious loss to the local educational interests of the great commercial capital. In the seeming rivalry between the two largest cities of our province, it is not always so evident, as it is in Canon Norman's removal to another sphere of labour, that Montreal's loss is Quebec's gain ; and we feel assured that the people of the " ancient capital," in recognition of the reputation which their new pastor brings with him from Montreal, will join with him in his schemes for the public good. Dr. Norman's successor at the School Board has already been named in the person of Archdeacon Evans.

—A short time ago we referred to the retirement of Dr. McCosh from the Principalship of Princeton College. We have now to chronicle the appointment of the Rev. Dr. Francis L. Patton, to the vacant post. In commenting upon the appointment, *Science* says :—"The choice is on all grounds to be warmly commended. Dr. Patton is still a young man, being but forty-five years of age, and has yet to put forth to their fullest extent his marvellous intellectual powers. We seriously question whether any college has a president of so high an intellectual stamp as Dr. Patton. His theological and philosophical learning is vast in extent, and rich in quality. Both with tongue and pen he is clear and incisive. His critical ability is unrivalled, and in his new position he will have ample opportunity to show whether or not he is equally strong in constructive and administrative power. To follow Dr. McCosh is a trying test for any one, but we feel sure that Dr. Patton will confer honor and credit both upon Princeton and upon himself in his administration."

—The Senate of the McGill University has decided to confer the degree of LL.D. on Chancellor Heneker, of Bishop's College, Lennoxville, and on Principal Anderson of Prince of Wales College, P.E.I. The former honour is one which will meet with the greatest of satisfaction among those who know how much of his time Dr. Heneker has given, and is still giving to the fostering of educational interests in the Province of Quebec. Dr. Heneker is one of the most energetic of the members of the Protestant Committee of the Council of Public Instruction. Of the honour which has been conferred upon Dr. Anderson, the *Educational Review*, of which he is joint editor, says:—"This honour, coming from the leading university of Canada, is a well-deserved tribute to one who has devoted his mature powers and a ripe intellect to the cause of popular education."

—Distinctions are not by any means so numerous in the case of literary or educational merit as they are among naval and military or diplomatic officials. We observe, however, that the Queen has been pleased to confer the honour of Knight Commander in the Order of the Indian Empire upon Mr. Edwin Arnold. Mr. Arnold was born in 1832. Educated at King's College, London, and at the University of Oxford, he took his degree in 1854, and commenced his professional career at King Edward's College, Birmingham. His next appointment was as Principal of the Sanskrit College at Poona, in the Presidency of Bombay, where he resided during the Mutiny, and remained until 1861. Mr. Arnold is the editor of the *Sanskrit Classic*, the *Hitopadesa*, with a vocabulary in Sanskrit, English, and the Mahratta language. He is best known in England by his poem entitled "The Light of Asia." There are people outside of Canada as well as people within its bounds, who have confounded the author of the "Light of Asia" with Matthew Arnold, the prophet of sweetness and light. There is no possibility of such confusion now, and even the editor of *Truth* must be glad for once that the title peculiar to knighthood is not yet extinct.

—How far true greatness is above the common forms of ridicule may be seen from the following story, which is going the rounds about John Stuart Blackie. In reply to a request from the editor of the *Young Man* for the names of the three books which he considered to be the best for young men, the celebrated Greek Pro-

fessor wrote as follows:—"Your request puzzles me; but I will set down three—(1) 'Green's History of the English people'; (2) 'Nasmyth's Autobiography'; (3) 'Self-Culture,' by Professor Blackie. No doubt it offends good taste in a hideous degree to name my own book; but I have received so many letters of thanks from young men for this book—which is now in the sixteenth edition, and has been translated into half a dozen languages—that I really cannot honestly say I knew a better book for young men. But, of course, no man can take the measure of himself, and so, if you please, you may score me out and put in 'Robinson Crusoe.'"

—The hospitable people of Aylmer have offered to repeat their warm reception of last summer, to the teachers of the northern section of our province, in the month of July next. Those who attended the Teachers' Institute at Aylmer last year, will not be inclined to overlook kindness thus repeated. No pleasanter place could be had for a convention of three or four days' duration, and the success of last year will stimulate to further exertions to make the second Institute at Aylmer an improvement on the first. With the enthusiasm of such gentlemen as the Rev. Mr. Cunningham, Inspector McGrath and Mr. Driscoll, behind any movement, its success is all but guaranteed from the beginning.

—The ninety-second conference of the Teachers' Association in connection with Laval Normal School, was held on the twenty-eighth of January last. There was a large attendance present, including Abbé T. G. Rouleau, Inspectors Lippens and Piemont, Messrs. Touissant, Cloutier, Ahern, Lacasse and many others. Mr. Joseph Létourneau occupied the chair. Mr. Touissant made some sensible remarks on the study of geography, while Mr. Cloutier followed with a very interesting and practical lecture on writing. Inspector Lippens, whose energy is a matter of good repute, spoke of the form in which grammatical analysis is taught in the primary schools. The Pension Act came up as usual, for discussion.

—At the meeting the other day of the Berlin Anthropological Society, Lieut. Quedenfeldt lectured on the whistle-language used on the Gomera Island. During some months' stay in the Canary Archipelago the lecturer was able to learn the nature of this language, which is a sort of pendent to the drum-language of



Camaroon. There are no fixed whistles or signals. The Gomero can carry on any conversation by means of whistling, and be understood by the person with whom he is conversing a mile off. The whistling is quite articulate, and is a kind of translation of common speech into whistling, each syllable having its peculiar tone, so that even foreign words can be whistled. The vowels *e*, *i*, *y*, are more loudly whistled than *a*, *o* and *u*; and if a consonant is at the end of a word, for example, "Juan," the *a* is whistled in a rising tone. The Gomero either uses his fingers or his lips when whistling. The practice is only common on the Gomero Island, and is not found in the other six islands of the Archipelago. The reason may be the peculiar geological construction of the island, which is traversed by many deep ravines and gullies, which run out in all directions from the central plateau. They are not bridged, and can often only be crossed with great difficulty; so that people who really live very near to each other in a straight line, have to make a circuit of hours when they wish to meet. Whistling has, therefore, become an excellent means of communication, and gradually assumed the proportions of a true substitute for speech.

—The new Model School at Portage du Fort is all but completed. The people of this active little town are to be congratulated on the neat appearance of the structure, which consists of a two-storied brick building with a tower in front. The two school-rooms with porches and cloak-rooms attached, will be very comfortable. The Chairman of the Board, Dr. Purvis, and the teacher, Mr. N. T. Truett, are to be congratulated on the success of their activity in behalf of education in Portage.

—The account given in the *Montreal Star* of the late reception at McGill University, bears testimony to its success:—"From four o'clock until seven on Saturday afternoon the approaches to the Redpath Museum, at McGill University, presented an animated scene. For in that building an "At Home" was being held by the lady undergraduates of the University. This "At Home," though the first ever given by them, was successful in the extreme, and will, doubtless, become an annual affair, to be looked forward to as eagerly as the Hunt Club dances or the St. Andrew's ball. During these three hours, hired and private sleighs were coming and going and mingling with the throng of pedestrians, and as

the evening drew on, the ruddy glare of light from the many windows of the museum hinted to those in the snow without of the pleasure that was to be found within. At about six o'clock the number of guests was greatest. About seven hundred invitations had been issued, and four hundred acceptances received. Among the guests, who were received by Lady Dawson and the young ladies of the committee, were very many of our leading citizens. The Hon. Senator Ferrier, Chancellor of the University, was present for some time. Sir William Dawson, the Principal, to whom the ladies owe it that their course is independent of that of the men, was also present, as well as Mr. McDonald and Mr. Finley, Governors of the College."

—The Graduates' Society of McGill University held a meeting on Saturday, the 18th of February, to receive the report from the committee appointed at a previous meeting, and to discuss the question of the entrance to the study of the professions, and the proposed amendments to the curricula of the various councils more particularly of the Medical Council. The meeting was an enthusiastic one. Dr. Stewart, the President of the society, was in the chair. The substance of the report of the sub-committee was to the effect that the proposed Board of Examiners be organized in sections for all professions,—one section to supervise the English speaking candidates, and the other the French speaking candidates, and that it shall be competent for either section to provide by regulation for the recognition of the degree of B.A., as an equivalent for the preliminary examination. The report was adopted unanimously. Thereafter, the proposed Medical Act for the province, was discussed, and the opinion was unanimous, that the bill, as it stands, shows how unjust it would be to McGill, were it to become law.

---

—As to the origin of the possessive sign, the apostrophe ('), or the apostrophe and s (s'), there can be no possible doubt. Though Ben Jonson, in his grammar, did attempt to show that it is an abbreviation of *his*, as in John Smith, his mark, no man of extended scholarship has ever seriously supposed that Jonson was correct; for, the moment the feminine gender is substituted, and the expression becomes Jane Smith, her mark, it becomes evident at once that if Jonson were correct, then in every case we should have to write the feminine possessive with an apostrophe and an *r*, as Jane Smith's book, Mary Thomas's apron, and the like. All are agreed that the apostrophe denotes simply an omission of one or more letters. Remembering that the older English denoted possession usually by the genitive termination *es* or *is*, as in "Kyngis crown," "Queenes right," "Widdowes habite," and like expressions, it will be seen at once that the dropping of a letter and the insertion of the apostrophe not only drops a syllable in each word, but also gives us the origin of the present possessive form.

## Literature and Historical Notes.

When the Royal Institution was first organized in 1818, it was intended that all the schools then existing in the province should be placed under its supervision; and hence, in order to maintain, as far as possible, a unity in our narrative, we must seek at this stage to place on record something of the schools established in the province from the time when the Recollet fathers took up their abode in Canada to the date of the founding of the Royal Grammar Schools.

To the Recollets is due the honour of starting the first school in the country. During Champlain's visit to France in 1614, among other arrangements of his for the benefit of the colony to whose interests he had determined to devote his life, he succeeded in inducing the above religious order to undertake a mission in the New World. The first of these missionaries to arrive were Fathers Jamay, Dolbeau, Le Caron and Duplessis. Dolbeau remained at Quebec, while the others proceeded to the Indian settlement at the mouth of the St. Maurice, near the tract of land where the town of Three Rivers now stands. There it was that Duplessis, who, however, was better known to those of his own time under the name of Brother Pacifique, opened a school for the instruction of the savages. Of the character of this, the first attempt to extend the light of religious knowledge in the New World by means of the day-school, we have no certain knowledge, though it could not be different from the school which Brother Le Caron opened at Tadousac two years later, and of which he wrote to the head of his order at home in the following manner:—"I have gone to Tadousac," he said, "to be of some assistance to the Indians of these places—to give them some instruction, and to administer the sacraments to the French, and to those who live there during the trading season. I would have had quite a number of children to instruct, had I had the means of subsistence to give them. As it is, I have laid before some of them the alphabet, and they have made a good beginning in reading and writing. M. Houel will be able to show you some specimens of their work, which I have sent to him. And thus it is that I conduct open school in our house at Tadousac, in order to attract the savages, to render them sociable, and to accustom them to our ways of living."

The first convent built by the Recollets in Canada was situated near the River St. Charles; and there they continued to reside for over seventy years, until, in 1692, they removed to a building erected for them on the ground now occupied by the English Cathedral of Quebec. In both convents they opened schools. Filled with the idea that the success of their mission would be the more readily secured if they only had native teachers to assist them, they collected around them a few of the more intelligent of their savage neighbours, thinking to introduce them to the mysteries of theology, reading and writing. The chief instructor in this, the first theological hall opened in Canada, was one Pierre Langoisseau, who had already had three years' experience among the Indians at the mouth of the St. Maurice. But the success of the movement was not enduring. Some of these swarthy students, after remaining for a year or two with their benefactors, found themselves unable to resist the hereditary longing for the life of the nomad which burned within them. Throwing aside their newly-acquired habits of restraint, they would, in face of every civilized hindrance thrown in their way, escape from the routine of convent life, and take to roaming once more with their kindred amid the thickets of the great forest land.

Nothing daunted at these and sundry other discouragements of even a more trying character, these intrepid brethren of the order of poverty at last proposed to erect a Seminary at Quebec, and sent home to France one of their number, the faithful Jamay, to raise money in behalf of the project. Prince de Condé is said to have given fifteen thousand francs towards the subscriptions for the new school building—a liberality which was followed by Vicar-General Charles de Bouës and many others of the notables of the time; while the king himself, no doubt influenced by the reports carried home by Jamay, bestowed upon the mission two hundred arpents of land near their convent at Little River. Nothing very definite is known of this seminary or the character of its work, and the same may be said of the other schools which these Recollets had charge of from time to time in other parts of the country. There is no doubt that primary schools were established by them in some of the rural parishes, such as St. Thomas and Vercheres, but beyond the mere names of the places, nothing of any moment has been placed on record.

Indeed, some of those who have written of the Recollets and their efforts to establish schools in Canada, have been more inclined to wring their hands over the seeming sacrifice of the property they once held, than to preserve in writing their good deeds. As was hardly otherwise to be expected, considering the exceptional methods of all nations when they are in a position to force a treaty upon the vanquished, the improved lands of the Recollets, like those of the Jesuits, were confiscated at the time of the Conquest, with the life-rent of them secured to the order, however, as long as any of their number survived. This treatment, which, no doubt, seemed harsh to them, just as the behaviour of Germany towards Alsace and Lorraine has appeared cruel and vindictive to the inhabitants of these conquered provinces, the religious order that had its origin in a vow of poverty might have survived. But the brethren were also forbidden by edict to add to their number, and it was this, more than the loss of wealth that enfeebled their several communities or convents in Canada. The last great misfortune that befell the Recollets was the destruction of their church and convent in Quebec. This happened in the year 1796. In 1692 they had given up their property at Little River, which the bishop of the diocese had purchased from them for hospital purposes, and had built for themselves a chapel and place of residence near the site of the modern Place d'Armes. In 1818 their property in Montreal seems to have passed into private hands, while their convent at Three Rivers was made use of up to 1810, as the court-house and jail of the district. One of the last of the schools conducted by a Recollet was Brother Paul's in Montreal; it was attended chiefly by the children of the working classes, who were accustomed to receive within the limited space of its old-fashioned school-rooms daily instruction in the catechism, and in singing, reading, writing and arithmetic. This school was not closed until 1826. Another of the Recollets conducted a school in St. Vallier's street, Quebec, for over forty years. He was known as Brother Louis. His school was in operation up to the year 1840. The last superior of the order in Canada died at Montreal in 1800, while the last of the fathers ordained in the province died in the same city in 1843, at the ripe age of eighty-two. Thus passed away, after the labours of over

a century, "these good fathers, who may justly be classed with the benefactors of mankind. Not only did they give to the children entrusted to their care an education sufficient to make of them respectable and useful citizens—men contented and exemplary in their conduct, but men of pleasant manners, and having some practical knowledge of the laws of good breeding." They lived, from choice, a life of poverty, that they might all the more easily mingle for good with those who lived the same life of necessity. There is a courage in such penance for others which is akin to the courage of the hero who imperils his own life to save the life or secure the comfort of others. If there be self-seeking in such benevolence, it is only the self-seeking which makes benevolence self-conscious of its own sacrifice, and not a mere impulse.

In the year 1878 a strange passion seems to have seized the citizens of Quebec to modernize their city, and this, their representatives in parliament and at the city council board, who at least ought to have been wiser, thought to satisfy by giving countenance to the destruction of many of the old landmarks of the place. This destruction of property, though conducted under the auspices of law and order, was none the less wanton. The old gateways were torn down, the outworks razed, the walls dismantled, the ramparts disturbed, while many buildings whose only offense was their age, were pulled to pieces and their ruins thrown together in unsightly heaps of crumbling stone and lime; and, as if to give the enterprise something more of a Quixotic character, all this was done before any arrangements had been thought of for replacing these relics of the past with something better. Indeed, for many years previous to the completion of the Dufferin improvements, the old capital had the appearance of having passed through its fifth siege, attended with all the disastrous effects of modern cannonading on its fortifications and streets.

Among the buildings which fell into the hands of these law-and-order iconoclasts, the Jesuits' College is, perhaps, the one whose destruction is the most to be regretted. Judging from the plans and sketches which remain of its exterior, it must have been anything but an unsightly object, extending, as it did, along three different streets, and enclosing within its two double storied wings a spacious quadrangle. And when we recall the

interest which attaches itself to this building as a thing of the past,—the scenes, good and evil, religious and secular, civil and military, which it continued to witness for over two centuries,—it is hardly possible to think well of the zeal of those of Quebec's citizens who demanded its removal. No more interesting spot is there in the whole of Canada to the student of its early history than the site on which the first college in Canada stood; since here it was, within the cloisters, the halls and corridors of its long, narrow structure, within the shadows of its quadrangle, or under the walls of the parish church which stood only a stone's throw away, in the quaint, close-built streets which radiate in every direction from it as a centre,—here it was there was first to be seen that enthusiasm in the affairs of the country, which, when subdued into an honest and heartfelt love of country, is the true foundation-feeling on which a nation must ever have its abiding place. Here it was the first of the Jesuits who came to New France nurtured within them the hope that the land of their adoption was to find the realization of things stable in the education of its citizens. Here it was, far remote from the polemics and state intrigues of the Old World, they laboured for nearly a century and a half to make the best of their system of ethics in the New. And however men may turn from their philosophy of things seen or eternal, they cannot but admire the courage with which they undertook the task of labouring for the glory of God, as they thought, among the tribes in the Far West, who knew no God save the selfishness and lust that beget the worst forms of cruelty and superstitious fear.

The beginnings of school-keeping among the Jesuits were as modest in their pretensions as were the early attempts of the Recollets. The prospect of ever having an estate, over which men would contend in time to come, was feeble enough when they took up their residence with the Recollet fathers at Little River. For over two years they lived with their Franciscan brethren, collecting information about the mission-fields which they proposed to penetrate, and preparing a dictionary of the Huron and Algonquin tongues. The first of them to come out from France were Fathers Brebœuf, Lalemant, and Masse. Seven years after, in 1632, they were followed by Father Lejeune, in whose person is really to be seen the first of the Jesuits who

opened a school in Canada for the education of children, and whose description of the work he undertook is as interesting as Father Le Caron's account of the school at Tadousac. "I am become the master of a college in Canada," he says in his pleasant way; "I had the other day a little Indian on one side, and a little negro on the other, to whom I gave a lesson in the alphabet. After so many years of college rule elsewhere, behold me at last back at the A, B, C; but with a contentment and satisfaction so marked, that I have no desire to change my two scholars for the finest audience in France." A year after he further chronicles his success. "Last year I was the master of two pupils; I am become rich; I have now more than twenty. My pupils come from a distance of a mile and a half to learn from me what is new to them. . . . We finish with the Paternoster, which I have composed in rhymes for them in their own language, and which I make them sing. . . . It is a pleasure to hear them sing in the woods what they have learned."

The ambition of the Jesuits, even while they were as yet obliged to share the poverty of the Recollets in their convent at Little River, was to establish a college at Quebec. The disorder into which Champlain's colony fell, before and after the siege of Quebec by Sir David Kirke, delayed the carrying out of the project, and it was not until the year 1635, ten years after their arrival, that the foundation stone of the Jesuits' College was laid. This event was hastened by the liberality of a novice of the Jesuit order in France, René Rohault by name, the son of the Marquis of Lamaches, who subscribed a large sum of money to assist the fathers in Canada with their undertaking. With their royal patent to purchase lands and hold property secured, they thenceforth began to add to their wealth; until at last, what with grants of land from the kings of France, grants from the Company of New France, private donations and property obtained by purchase, they became the wealthiest guild in the country, their college the handsomest and best equipped on the continent.

At first their work in the college was necessarily confined to rudimentary education; but long before the Conquest they had extended their influence even beyond the limits of New France, drawing pupils from the adjacent English colonies and the West Indies. The glimpses we have of their classes from the *Relations*



show how far they carried out at Quebec the general plan of school management which made the Jesuit schools of France at one time famous all over Europe. For instance, we are told that on the twelfth of July, 1666, the first philosophical disputations took place in the assembly-room with success. The several dignitaries of the place were present. Even the Intendant, among others, is said to have argued very well, while M. Joliet and Pierre Francheville are commended for having replied in the most logical manner possible. And with this incident before us, we may be excused for looking for a moment, in a general way, at the Jesuits' system of instructing the young.

---

HOMER, BOOK VI.

---

And when he saw the wound, where piercing fell  
 The cruel shaft, he sucked the blood from it,  
 And, knowing what to do, he sprinkled it  
 With mollifying drugs, which Cheiron erst  
 In friendliness had given to his sire.

Thus gave they heed to Menelaus brave,  
 Until the shielded Trojan ranks came up :  
 And then they donned their battle-gear, and thought  
 Of instant strife. Nor longer do you see  
 The god-like Agamemnon slow of pace,  
 Or fraught with fear, or wishing not to fight,  
 But rather rushing to the glorious fray.  
 He set aside his steeds and chariot bronze-embossed,  
 Which Tolymaeus' son, his groom  
 Eurymedon, held panting in the rear,  
 Whom strictly he enjoined to hold them near  
 Against the time when weariness should seize  
 His limbs, since such a host he had in charge.  
 Afoot he passed along the heroes' ranks ;  
 And those, his Grecian knights, he saw in haste,  
 He standing near, encouraged with these words :

“ Argives, abate your fiery courage naught,  
 For father Jove shall have no part in lies :  
 But those, forsooth, who first hath injury wrought  
 Despite the league, shall have their tender frames  
 By vultures torn, while we shall bear away  
 In ships their wives beloved, and offspring young in years.”

But whomsoever else he saw refrain  
 From strife distasteful, them rebuked he much  
 With words of indignation such as these :

“Ye arrow-fighting Argives, meet disgrace,  
 Have ye no shame? Why stand ye thus amazed,  
 Like fawns, a-wearied running through a plain,  
 Which halt alarmed, with little strength of heart?  
 Amazed! is't thus ye stand and do not fight?  
 Do ye await the Trojans drawing near,  
 Where on the hoary sea and near its shore  
 Your fair-prowed fleet at anchor lies? Await  
 Ye their approach to learn how Saturn's son  
 Shall over you extend protecting hand?”

Assuming charge, 'twas thus he made his rounds  
 Along his soldiers' ranks, and through the throng  
 Of men, until he came upon the Cretans.  
 Around, Idomeneus, the brave they stood  
 In arms,—Idomeneus, a boar in strength  
 And leader of the van; while, in the rear,  
 Meriones for him the phalanx urged.  
 And, seeing these, the king of men rejoiced,  
 And thus Idomeneus addressed with rallying words:  
 “Idomeneus, above all other Grecian knights  
 I honour thee, in war as else in skill  
 Of other kind: for even at our feasts,  
 Where mix the Argive chiefs the dark-red wine  
 Of princes in their cups, though other Greeks  
 By measure drink, thy cup stands ever full  
 As mine, to drink whene'er thy heart desires.  
 But hasten battlewards, just such an one  
 As thou thyself didst ever boast to be.”

To him in turn, the Cretan chief replied:  
 “O son of Atreus, faithful shall I be  
 An ally, true as when at first assent  
 I gave and promise; but do thou urge on  
 The other crested Greeks, that we may fight  
 Without delay, since now in sooth, the truce  
 The Trojans have betrayed. Alas! for them  
 Hereafter death and sorrows come, since they  
 The first wrought harm to us, despite their pledge.”

Thus did he speak: and then, rejoiced at heart,  
 The son of Atreus onward went his way,  
 Till, through the troops of warlike men, he came  
 Upon the Ajaces armed, and having in their train  
 A cloud of infantry. For just as when,  
 Beneath north-western blast, a cloud is seen  
 By goatherd, as it passes o'er the sea,  
 To him, aloof, it seems as black as pitch

With mighty whirlwinds in its wake; with fear,  
 He trembles at the sight, and drives his flock  
 Within some cave,—so with the Ajaces moved  
 The phalanxes, as dark and dense as clouds,  
 In full array of battle, bristled o'er  
 With shields and spears. And, when he them beheld,  
 The king was glad and spoke them wingéd words :

“ Ajaces, leaders of the Argive host  
 War-clad in brazen mail, I do not urge  
 The twain of you, for it would ill-beseeming be,  
 Since both of you are wont to instigate  
 The people valiantly to take up arms.  
 O father Jove and thou Minerva fair,  
 Would that such courage were in every heart !  
 For then king Priam's city soon would fall,  
 Ta'en by our hands and utterly destroyed.”

Thus speaking, them he left and others sought  
 Elsewhere, till on his rounds he chanced to meet  
 The Pylian Nestor, sweet voiced orator,  
 A-marshalling his friends, and counselling them  
 To fight, with mighty Pelagon near by,  
 With Chromius, prince Haemon and Alastor,  
 As well as Bias, shepherd of a host.

With steeds and chariots well in front, he ranged  
 His mounted knights, and in the rear his foot,  
 Both numerous and brave, he placed to be  
 A battle-stay : while all the ill-disposed  
 He massed between, that every man of needs  
 Must join the fight, unwilling though he were.

He counselled first his cavalry to rein  
 Their steeds, nor at the crowd be aught confused.  
 “ Before the rest, let no one seek to fight  
 The Trojans, single-handed, confident  
 In strength his own and skill in horsemanship.  
 Nor let him once draw back, for thus shall ye  
 The weaker be. And yet whatever man  
 Can reach another chariot from his own,  
 Let him reach forward with his spear, since thus  
 'Tis better far; for so the ancients overthrew  
 Both walls and towns, while holding in their souls  
 Such purpose and resolve.”

Well skilled in wars

Of yore, 'twas thus the old man gave advice :  
 And lordly Agamemnon, seeing him, rejoiced,  
 And, him saluting, spoke these wingéd words :

"Old man, I would thy limbs could still keep pace,  
 And that thy strength were firm as is the faith  
 Within thy breast. But age, to all the same,  
 Doth weary thee. I would some other man  
 Possessed thine age, and thou wert still in youth."

Then Nestor, knight Gerenian, him replied:  
 "O son of Atreus, dearly would I wish  
 To be the same, in sooth, as when I slew  
 Great Eruthalion. The gods, howe'er,  
 Have never yet bestowed all things on men  
 At once. If I was young, old age now falls  
 On me again. But even be it so,  
 I shall be with the cavalry, and them  
 Exhort with my advice and words matured;  
 For this an old man's duty is. The young,  
 Who younger are than I and trust their might,  
 Let them aloft extend their threatening spears.

---

### Practical Hints and Examination Papers.

—The June Examinations are drawing near, and a few hints may not be out of place to the teacher who desires to have his pupils excel in the form of the papers at least. Last year some of the papers were not what they ought to be in this respect, while the neatness of others was worthy of the highest commendation. The teacher should begin at once his preliminary training in this connection, if he has not done so already. At his trial examinations, pains should be taken to have the papers neat and clear, the writing legible, and the answers divided from each other as they ought to be. A trial can readily be made with a selection for sentence analysis, or a geometrical problem according to the forms given last month, with a geography paper in which a map is required to be drawn, and lastly with a paper from which selections from the groups may be made. We begin to print this month the papers given at last year's examinations.

---

#### GRADE I. MODEL SCHOOL.

---

##### BRITISH AND CANADIAN HISTORY.

(Only one question to be answered from each section.)

###### SECTION I.

1. Give a list of ten distinguished men spoken of in British history, and tell what you know about them.
2. Name, with dates, any ten of the most important events in Canadian history, and describe any one of them.

3. What historic event is connected with Tadousac, Port Royal (Annapolis), Fort Garry, Cap Rouge, Charlottetown, Quebec, Halifax, Montreal, St. John, Kingston.

## SECTION II.

4. What was Magna Charta? When did the Parliament of England first assemble? When was the union between England and Scotland consummated, and what were the terms of the union? Describe a leading event in the history of Ireland.

5. Name the Plantagenet kings, with three events in connection with each of them.

6. Where are the following places, and what important battle was fought at each of them:—Waterloo, Trenchbrai, Naseby, Sedgemoor, Trafalgar, Mons Grampus, Flodden, Preston.

## SECTION III.

7. Who was Jacques Cartier? How many voyages did he make? Describe any one of them. Who was Sir George Cartier?

8. How often was Quebec besieged? Give dates and the names of the besiegers. What was the cause of the battle on the Plains of Abraham?

9. Give an account of the reign of Alfred the Great, or of Charles I.

## ENGLISH.

1. Reproduce the extract which has been read twice in your hearing by the examiner or teacher.

2. Write sentences, each containing at least twenty words, one of the words in each sentence being *marvellous, continuous, determination, reform, or supply*.

3. Write a letter such as you might send to a friend, giving an account of the opening of spring or the outcome of an important event.

4. Write a short composition on the holidays or on any animal.

## DRAWING.

1. Draw the following figures:—A leaf, a chair, a box, a window, a jar or vase. (The teacher may put the forms upon the black-board.)

2. Draw a square, and on each of its sides construct an equilateral triangle.

## ENGLISH GRAMMAR.

## SECTION I.

1. Name the parts of speech and define them with examples. Write a sentence containing all, or nearly all, the parts of speech.

2. What is meant by person, gender, case, tense, mood, participle?

3. Write the plurals of *lady's, runs, monkey, trout, writes, day, half, wharf, die*. Give the present tense, past tense, present participle and past participle of *go, show, tread, love, fan*. Give the comparative and superlative forms of *good, old, few, many, true*.

## SECTION II.

4. Analyse the simple sentences:—Grammar should never be studied by the young for its own sake. The true sentence, when carefully balanced, has an attraction for the youngest reader. It is well to study hard at times.

5. What is meant by subject, predicate, object, enlargement, extension? Write out in your own words a simple sentence containing at least fifteen words.

6. What are intransitive verbs? Write out a list of ten of them. Name all the auxiliary verbs, and show how they are used in sentences.

## SECTION III.

7. Parse every word in the following sentence, and give the rules of syntax for the relation of one word with another in the sentence:—The most troublesome are not the last to find fault with others.

8. Give a list of the pronouns and decline the three personal pronouns, singular and plural. What is an adjective pronoun?

9. Name the various kinds of nouns and define them, giving examples. Give also the singular and plural possessive of each noun in a sentence of your own making.

## ARITHMETIC.

## SECTION I.

1. Simplify  $\frac{3}{4}$  of  $5\frac{1}{2}$  of  $6\frac{7}{8}$   
 $\frac{9}{10} + 3\frac{8}{15} - 2\frac{1}{7}$

2. Reduce the following decimals to vulgar fractions in their lowest terms:—9.206, 38.83, .00068, 2.00006, and .0505, and reduce the following vulgar fractions to decimals:— $\frac{3}{4}$ ,  $\frac{9}{10}$ ,  $\frac{19}{20}$ ,  $6\frac{1}{2}$ ,  $7\frac{3}{7}$ ..

3. What is meant by reducing fractions to the same denomination? Reduce  $\frac{9}{10}$ ,  $6\frac{1}{2}$  and  $\frac{4}{9}$  to fractions of the same denomination and add the results.

## SECTION II.

4. Name the various kinds of vulgar fractions and give examples of each. Simplify  $\frac{3}{4}$  of  $\frac{5}{6} \div \frac{2}{3} + \frac{1}{9} \times 6\frac{1}{2} - 3\frac{1}{10}$ .

5. What is meant by simple interest? Find the simple interest of \$45,038 for 9 years at  $4\frac{3}{4}$  per cent.

6. What per cent. is \$16 of \$385? Take 25 per cent. from \$4,583.02 and divide 4 per cent. of \$4,000 by 10 per cent. of \$300.

## SECTION III.

7. Simplify  $(\$3.05\frac{2}{3} \div \frac{2}{3}) - (\frac{1}{2} \text{ of } \$1.08 \div \frac{2}{3})$ .

8. How much tea can be bought for \$269.68 if  $13\frac{3}{4}$  pounds cost \$35.40?

9. Bought 25 books, paying on an average for each \$2.28 $\frac{1}{2}$ , and sold them at a gain of 5 per cent., what did I receive for the lot?

## FRENCH.

## SECTION I.

1. How many genders are there in French? Distinguish the genders of *papier, plume, livre, couteau, fromage, terre, lune, sol, maison, jardin*.

2. How many articles are there in French? Place them before French nouns and translate the different forms.

3. Translate into French:—Have I the good paper? Has your daughter my pen? Where is my pencil? Give the book to him. Have you seen the child's book? Have you found the master's book which he lost yesterday? Have you lent your grammar to that man's son? To whom has your sister said that? I am speaking about my uncle. Give me a glass of water, if you please.

## SECTION II.

4. How are the plurals of French nouns formed? Give the plurals of *nez, jeu, fou, cheval, bal, ciel, table, habit, général, bail*.

5. What is the difference between an English adjective and a French adjective? When is the adjective placed before the noun in French and when after it? Translate:—This boy is bad, this girl is bad. Give the feminine forms of *prudent, actif, heureux, ancien, gros, dernier, beau, vieux, nouveau, blanc*.

6. Write out the numerals in French up to *cinquante*. Give the French words for *first, second, third, fourth* and *fifth*. Give the feminine and plural forms of *mon, notre, leur* and *son*.

### SECTION III.

7. Translate into French:—Are your books as useful as mine? I have not taken her needle nor yours. Is your house finer than his? This apple is sweeter than that. Which will you take, this or that?

8. Decline the personal pronouns, and conjugate the present and imperfect tenses of *avoir* and *être*. How is *se* used in French.

9. Conjugate *parler* in the simple tenses, giving also the English.

## Correspondence.

PRINCIPAL.—Do not be too anxious to eliminate collateral events, for a narrative without such, shrewdly woven in with the threads of educational history, would be dry enough. The Royal Institution is the beginning of things for Protestant education, and any of our teachers who can show that the schools in which they have taught once had connection with that organization, should communicate with the editor of the RECORD at once. In this matter there should be no delay. The reward of research in this direction is not in the direct results which may or may not be worthy of record, but in the *minutiae* of knowledge which enables us to understand the past almost as well as the present.

ENQUIRING TEACHER.—In analysing a sentence or clause, the predicate is always more easily detected by the child than the subject, and of course more so in Latin and French than in English, since the form of the word in these languages is an evidence of its class. With the predicate let the pupil place the subject, and thus indicate the statement in embryo; and when the combination produces a thought incomplete, let search be made for the object, direct or indirect. In this lies the whole art of analysing sentences, and beyond this is more or less the study of grammar for its own sake. With such a simple plan for detecting the fundamentals of the sentence thoroughly understood, the analysis in the class should proceed in this order: the subject and all words or groups of words connected with the subject, the predicate and all words or groups of words connected with the predicate, the object (if there be one) and all words or groups of words connected with the object. In this way the children recognise, after a few weeks' training:

The *subject* and its *enlargements* in word, phrase, or clause (viz., attribute, adjective phrase, adjective clause).

The *predicate* and its *extensions* in word, phrase, or clause (viz., adjunct, adverbial phrase, adverbial clause).

The *object* and its *enlargements* in word, phrase, or clause (viz., attribute, adjective phrase, adjective clause).

There is a difficulty in understanding analysis, but only to the novice who thinks that a scheme of analysis that cannot be understood at first sight is a scheme or plan to be condemned. We earnestly urge upon the elementary teachers to study the above, not because it is new or original, for it is not so, but because it is simple. Will you, as a teacher of a year's standing, give us your candid opinion about the difficulty of analysis, after you have read over the above reply to you twice, studied it carefully even

only once for yourself, and put it in practice with your pupils for two weeks.

**INVERNESS M.**—Your remarks about "Gladman's School Management" and the scarcity of the book is hardly in keeping with the fact that, at least, one of the booksellers in Montreal has them in stock. In the meantime, a copy of the book has been sent to you from the department. Write to Dawson Bros., Montreal; or to Drysdale & Co.

**YOURS FAITHFULLY.**—We have no hesitation in saying you are right, and would certainly have said so even had you failed to write the latter part of your letter. We have offered, on other occasions, to open some such a bureau as that you mention for teachers. But Commissioners seem to delay, as a general thing, to the last moment, thinking, no doubt, that some one will turn up to take charge of their vacancy. It must not be supposed, however, that we cannot be of service to the teachers of the province when they are out of a situation. Many of the appointments of last year in the Superior Schools were recommended privately by some one of the editors of the *RECORD*. No man is more anxious to help the teacher out of his or her difficulties than the Secretary of the Department, the Rev. Mr. Rexford, and to him application may be always safely made. And thus it is that the *bureau* you ask for is open, and has been open for some time. While replying to you, we may also say that teachers do not send us local items as they might do, which is hardly what was tacitly promised at some of our Institutes. All that need be said of such non-fulfilment of duty is that, if the items are not sent to the editor they can hardly appear in the paper.

D. C. HEATH & Co. will issue soon "Schiller's Ballads," edited, with an introduction and notes, by Henry Johnson Longfellow, Professor of Modern Languages in Bowdoin College. And the same company will publish next month, the old English Epic poem "Judith." It will be edited with introduction, translation and glossary, by Professor Albert S. Cook, of the University of California, who has endeavored to adapt it to the scholar, the academic student and the general reader.

### Books Received and Reviewed.

**THE MANUAL TRAINING SCHOOL**, by G. C. M. Woodward, B.A., Ph. D., and published by D. C. Heath & Co., Boston, New York and Chicago. This is really a very fine contribution to the literature of a new art—the art of educating the physical with results useful in the after years of the pupil. The book itself is practical, its main object being to show how a manual training school should be organized and conducted. It comprises four parts, the first being historical, the second being an exposition of the methods and scope of a manual-training school, the third referring to the results as shewn by the records and the testimony of graduates and others, and the fourth, containing discussions of the educational, social and economic bearings of manual training. In the book there is also to be found the course of drawing which has proved eminently successful in the St. Louis schools. There are many fine illustrations in the volume; altogether, we know of no book which discusses the subject so fully and clearly.

**PRACTICAL PHYSICS FOR SCHOOLS AND THE JUNIOR STUDENTS OF COLLEGES**, by Balfour Stewart, M.A., LL.D., F.R.S. and Haldane Gee, B. Sc., and published by MacMillan & Co., London and New York. This is volume one of a new series of text-books. The subjects treated are Electricity and Magnetism. Balfour Stewart's name is in itself a guarantee of the excellence of this text-book, which, from its arrangement, experiments, and simple explanations, will find its way in a very short time into every junior class in our colleges, either as a class-book or as a student's help.



SHAKESPEARE AND CHAUCER EXAMINATIONS, edited by William M. Thoma, M.A., of Hollin's Institute, Virginia, and published by Ginn & Co., Boston. We are exceedingly sorry that while this volume has questions on *Hamlet*, *Macbeth*, *King Lear*, *Othello*, and the *Merchant of Venice*, there are none on *Julius Caesar*, the play prescribed for this province. The experiments with this book, which is in its second edition, have been so successful, that we would have wished to see it in the hands of our teachers. As it is, the Quebec Local Association of Teachers will find it useful in their study of Chaucer. To the members of that association we heartily recommend the work, or indeed to any one who may desire to know of the most rational method of giving instruction in Shakespeare and Chaucer.

MONOGRAPHS ON EDUCATION, published by D. C. Heath & Co., Boston. Two of these have been sent to us—*English in the Schools*, by F. C. Woodward, M.A., Nofford College, S.C., and *English in the Preparatory Schools*, by Ernest W. Huffcut, of Cornell University. The teacher has only to procure one of these neat booklets, to desire to purchase the whole set. They are the most relishable of tit-bits.

GOLDSMITH'S DESERTED VILLAGE, edited with introduction and notes by Arthur Barrett, B.A., of Elphinstone College, Bombay, and published by MacMillan & Co., London and New York. This is a book which the teachers of Quebec will desire to have, in consideration of the fact that the *Deserted Village* is the poem prescribed for study in our schools. There is an excellent biography of the author, while the notes are copious and pertinent.

HIGH SCHOOL GEOGRAPHY, with maps and illustrations, by G. S. Chase, B.A., and published by the Canada Publishing Company, Toronto. Such a book as this has been wanted in our schools for years, and we congratulate the author on the success of his work. The book opens with forty-six pages of letter-press on physical geography, in which a very wise effort has been made to give geography a scientific tendency. The elimination of much that has made the study of geography in our schools more or less a parrot-like process, will recommend itself to our teachers. The style is easy and simple, the arrangement of the sections and subsections excellent, while the maps and illustrations are of the most attractive character. The text-book has been authorized by the Department of Education, Ontario, which in itself is a very high recommendation.

INDUSTRIAL INSTRUCTION, A PEDAGOGIC AND SOCIAL NECESSITY, by Robert Seidel, Mollis, Switzerland, translated by Margaret R. Smith, of the Oswego Normal School, and published by D. C. Heath & Co., Boston. This is the philosophy of the movement in favour of manual training in our schools. Besides a skillful refutation of the objections that have from time to time been raised against industrial instruction in the schools, the author has presented in this book a philosophical exposition of the principles underlying the claims of hand-labor to a place on the school programme. It has been translated into French and Italian. To the thoughtful teacher there can be no more suggestive reading. The translator has done her work well. She seems to have first heard the author speak at the International Educational Congress held at Havre, France, in 1885, and was so much impressed with the earnestness of the man, as well as with the force of his arguments, that she determined to give to English readers the translation of his most important work.

"RECEPTION DAY," published by E. R. Kellogg & Co., New York and Chicago, is a collection of fresh, original dialogues, recitations and declamations for practical use in schools. The selections have been drawn from the *New York School Journal* and that universal favourite of a periodical, *Treasure Trove*. Every elementary teacher should send for a copy.