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THE

EDUCATIONAL RECORD

OF THE

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PROVINCE OF QUEBEC.

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

VOL. XVI.

JANUARY TO DECEMBER,
1896.

MONTREAL:
CANADIAN SUBSCRIPTION AND PUBLISHING CO

—
1896.

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THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC.

Nos. 1 & 2. JANUARY-FEBRUARY, 1896. VOL. XVI.

Articles : Original and Selected.

78628
ENGLISH IN THE SCHOOLS.*

BY A. G. CROSS, B.A., B.C.L., ADVOCATE, MONTREAL.

(Continued.)

The first point at which legitimate criticism may take exception to existing methods appears to be the undue predominance accorded to text-books and fixed subjects of study.

Pupils acquire the mistaken notion that all that they are to learn is to be gotten out of some book, and almost any sort of an interrogation at once sends them upon the enquiry as to what is said about it in the text-book.

We have become a reading people, so much so that the practice of conversation has largely gone into disuse. There seems to be almost nothing of sustained conversation in family circles. A relic of the practice seems here and there to survive in the evening meeting at the village shop-keeper's store, which may deserve to be perpetuated as a source of possible intellectual stimulus. In our elementary schools, however, attempts at having the pupils try to give expression, in the reciprocal way presupposed in conversation, to

* Second part of a paper read before the Teachers' Convention held in Sherbrooke in October, 1895. The first part appeared in the December number of the RECORD.

ideas formed at the moment of utterance and not in language copied from text-books, are practically unknown. Faculties disused do not improve but rather shrink ; and the pupils in our schools, unlike politicians and frequenters of evening parties, cannot speak when they have nothing to say.

In this way, paradoxical as it may seem, the very vehicles of instruction, printed books, become an obstacle to education in language. When it has been my fortune to witness class exercises on a few occasions, I have heard a high school teacher shout questions at a class very much in the style of an auctioneer or nostrum vendor at a fair, while to each question the reply would come from one or more pupils in the stereotyped language of the text-book. The answers were evidence that there had been a considerable amount of memorizing, but were not evidence of development in originality of conception.

A short time ago I asked a class in Canadian History, as a sort of introductory question, how it happened that the people of this Province were in part French speaking people and for the remainder English speaking. The pupils of the class were quite prepared to have answered almost any question the reply to which could be given by reciting one or more sentences from the text-book. Nor were they lacking in the knowledge of facts which would form the answer to the question actually put, but in reality they were unable to answer it, because they were almost wholly without experience in giving expression to an inference from stated facts.

They found themselves mentally running through a text-book in search of a few sentences with which to convey a reply, the substance of which was quite within their knowledge and the resultant look of impatient disappointment plainly suggested the wish : " Oh that he would only ask us something out of the book ! "

I venture humbly to suggest to you that in all such cases the teachers had not acted up to the requirements of the Course of Study in the matter of " conversation with pupils on familiar subjects," " short stories related by the teacher and repeated by the pupils," or " writing sentences about a particular object." The reason why pupils have their intellectual horizon thus bounded by the text-book must be that the teachers themselves do not go outside of the text-book.

Let me here quote a few sentences from an article by Dr. J. M. Rice, which appeared in the July issue of the "Forum" magazine, and which may be made valuable as suggesting a basis from which efforts for amelioration should proceed. He writes: "That the mode of teaching in vogue, in our progressive, as in our non-progressive, schools, is destined to cultivate the memory rather than the power to reason, is proved alone by the fact that, in the subjects particularly adapted to appeal to the reasoning faculties—the so-called thought studies,—the pupil is required to obtain his ideas by reading the text-book in advance of the recitation. If it be the teacher's aim to lead the child to think, it is necessary for her to apply the principle that the child must be told nothing that he is able to find out for himself. To compel the child to study the lesson from the text-book in advance of the recitation, is to violate this principle *in toto*, because by this means he is directly told by the text-book every point that he might be able to reason out for himself. In order properly to apply the principle, it is necessary to bring the new matter before the pupil for the first time during the recitation period. It is then, and then only, that the teacher is enabled, by means of skilful questioning, to lead the child to find out for himself whatever it is possible for him to discover. Facts that the child is unable to discover must be told to him by the teacher. Simply to hear children recite lessons that they have committed to memory is a very easy matter, and requires no expert knowledge or skill, but, by means of questions, to lead the child to think, involves both science and art." * * * * "True instruction will not be obtained until the teacher is substituted for the text-book, as it is then only that the principles of teaching can be properly applied. To suggest the removal of the text-book, without recommending anything in its stead, might justly be regarded as destructive criticism; but surely no one can construe my remarks in this light when I offer as a substitute, the teacher herself."

As a logical outcome of the defect which has been described, we have the mischievous system of periodical examinations, which in the main serve the purpose of according underserved glory to that pupil whose memory has stood the heaviest surfeit. Many of us have doubtless observed that the keen sense of having suffered an injustice at a school examination is one of those experiences which

cause many a sensitive pupil to carry through life a feeling of rankling resentment.

The plea of an interested spectator on this point accordingly is, that you do not waste time and energy unduly in loading the minds of your pupils with a mass of dates, names and episodes which they will certainly forget in a few years at most. We have doubtless in our school days at some time committed to memory the names of all the Governors and Intendants of New France and the number of settlers who perished of scurvy or small-pox at Stadacona in the first winters in which that fort was inhabited by Europeans. Do any of us, who are not teachers of Canadian History, remember those things now? And if we did remember them still, of what advantage would it be to us? You will surely be greater benefactors of your country and its youth if you succeed in having your pupils educated so as to be able to read from a newspaper or book taken at random, so that listeners can hear without discomfort and understand without effort, and so that the pupils will be able to give clear expression to a narrative either in the form of oral statement or of written composition or letter writing. When a farmer in the country finds it necessary to send a letter, his thirteen year old boy or girl should have learned enough at school to be able to write the letter for him, and when it happens that he requires something to be done at the village, his boy should have acquired sufficient power of observation and expression to be able to make a tradesman understand clearly what is wanted. You are not bound hard and fast to communicate nothing to your pupils except what you can get out of books. Indeed, as a wholesome breach in mechanical routine, it would be a benefit to your pupils and perhaps a blessing to their parents if you could prevail upon the children to read the newspapers aloud from time to time both in school and at their homes. Even if it be not provided for in the course of study, such a practice of dealing with what is of public interest in the world from day to day as events are happening would create an interest in the practice itself, and would, in a secondary way, give rise to a faculty for conversation and expression of the great importance of which we are apt to lose sight.

Writers of note have often insisted upon the importance of what has just been pointed out. There are to be found

in the *Spectator* a series of letters contributed by Mr. "Budgell," early in the last century, in which we find language such as the following: "To this end, whenever they read the lives and actions of such men as have been famous in their generation, it should not be thought enough to make them barely understand so many Greek or Latin sentences; but they should be asked their opinion of such an action or saying, and obliged to give their reasons why they take it to be good or bad." * * * * "To carry this thought yet further, I shall submit it to your consideration, whether, instead of a theme or copy of verses, which are the usual exercises, as they are called in the school phrase, it would not be more proper that a boy should be tasked, once or twice a week, to write down his opinion of such persons and things as occur to him by his reading; that he should discant upon the actions of Turnus or Æneas; show wherein they excelled or were defective; censure or approve any particular action; observe how it might have been carried to a greater degree of perfection, and how it exceeded or fell short of another."

"I have heard of a good man who used at certain times to give his scholars six-pence a-piece, that they might tell him the next day how they had employed it. The third part was always to be laid out in charity, and every boy was blamed, or commended, as he could make it appear he had chosen a fit object." (Letter No. 337.)

In the same volume we find the writer addressing himself to another phase of the subject, as follows: "I take the liberty to send you a fourth letter upon the education of youth. In my last I gave you my thoughts upon some particular tasks, which I conceived it might not be amiss to mix with their usual exercises in order to give them an early seasoning of virtue: I shall in this propose some others, which I fancy might contribute to give them a right turn for the world and enable them to make their way in it.

"The design of learning is, as I take it, either to render a man an agreeable companion to himself, and teach him to support solitude with pleasure; or, if he is not born to an estate, to supply that defect, and furnish him with the means of acquiring one.

"The fault.....of grammar schools is that every boy is pushed on to works of genius; whereas it would be far more advantageous for the greatest part of them to be taught such

little practical arts and sciences as do not require any great share of parts to be master of them, and yet may, come often into play during the course of a man's life.

“ While I am upon this subject, I cannot forbear mentioning a particular which is of use in every station of life, and which methinks, every master should teach scholars; I mean the writing of English letters. To this end, instead of perplexing them with Latin epistles, themes and verses, there might be a punctual correspondence established between two boys, who might act in any imaginary parts of business, or be allowed sometimes to give a range to their own fancies, and communicate to each other whatever trifles they thought fit, provided neither of them ever failed at the appointed time to answer his correspondent's letter. I believe I may venture to affirm that the generality of boys would find themselves more advantaged by this custom, when they come to be men, than by all the Greek and Latin their masters can teach them in seven or eight years. The want of it is very visible in many learned persons, who while, they are admiring the styles of Demosthenes or Cicero, want phrases to express themselves on the most common occasions. I have seen a letter from one of these Latin orators which would have been deservedly laughed at by a common attorney.” (Letter No. 353.)

Doubtless a difficulty, which made itself so apparent as to be thus criticized over one hundred and eighty years ago and which exists still, is one to overcome which strenuous effort is needed.

To an association of teachers it is perhaps unnecessary to quote from Herbert Spencer, though it may be encouraging to observe that he writes as if the defective method had in a measure become a thing of the past. Amongst much other matter to the same purpose he writes: “ The once universal practice of learning by rote, is daily falling more into discredit. All modern authorities condemn the old mechanical way of teaching the alphabet. The multiplication table is now frequently taught experimentally. In the acquirement of languages, the grammar-school plan is being superseded by plans based on the spontaneous process followed by the child in gaining its mother tongue. Describing the methods then used, the ‘ Reports on the Training School at Battersea ’ say—‘ The instruction in the whole preparatory course is chiefly oral, and is illustrated as much

as possible by appeals to nature.' And so throughout. The rote-system, like other systems of its age, made more of the forms and symbols than of the things symbolized. To repeat the words correctly was everything; to understand their meaning nothing; and thus the spirit was sacrificed to the letter. It is at length perceived, that in this case as in others, such a result is not accidental but necessary—that in proportion as there is attention to the signs, there must be inattention to the things signified, or that, as Montaigne long ago said—*Sçavoir par cœur n'est pas sçavoir.*" (Education, page 103.)

I have urged upon you the desirability of not allowing the whole sphere of your teaching work to be filled and bounded by any officially prescribed programme of study. You should rule and administer your course of study instead of letting yourselves be ruled by it. It has also been suggested that pupils should practise reading aloud from books or papers selected at random. Your course of study prescribes conversation with pupils and exercises in composition by them, and I would venture to suggest that you double the time usually allotted to these exercises by a corresponding diminution in the time devoted to memory work.

Next, as a further stimulus to powers of observation and expression, I suggest the expediency of your taking your pupils out of doors and of having them observe and discuss objects in nature, animals and plants, seasons and processes of growth and decay. The keeping of young children in school-rooms from nine o'clock in the forenoon until half-past three or four o'clock in the afternoon, except during dinner and recess intermissions, savors of cruelty and tends to make them dull and taciturn, so that double benefit would result from a little open air instruction. Moreover children are quick at learning to improve their powers of observation in the way suggested. I am convinced that boys from the rural localities outstrip city bred boys in commercial pursuits—a commonly noted fact—mainly because they have formed a habit of mentally taking note of everything about them, a practice not easily followed in cities. We may congratulate ourselves that the introduction of Kindergarten instruction is operating a great amelioration in methods of imparting knowledge.

Even if it seem a little removed from my subject, I feel justified in adding a few words upon the desirability of taking account of particular traits of character in pupils and of special aptitudes and even idiosyncrasies. Do not try to have all your pupils become men and women exactly like one another. Unless the special aptitudes of pupils are taken into account from the commencement of their school education many of them will suffer. A youth who is destined some day to be a bishop or a judge should be dealt with from boyhood onward differently from one who gives promise of becoming a successful tradesman. So long as, from youth onward through life, the individual is made to bear to the community the same relation which one board bears to all the boards in a fence, every individual of special genius must suffer wrong and injustice. The spirit of commercial democracy which dominates the life of our time may be an advance upon the ruling forces of former times, but it surely seems to involve an undue suppression of the individual for the sake of the mass. The assumption of public services by governments and great corporations, the mere scheduling of masses of human beings as numbers so and so on factory pay sheets, trade combinations and industrial amalgamations, all these characteristics seem to indicate that we are fast approaching a time when distinctive individuality of character will be regarded with something akin to the deprecatory wonderment with which we might look upon a Patagonian aboriginé. We have become so intolerant of persons who do not travel in the beaten track, that we promptly designate them as cranks or degenerates, not hesitating to coin words at short notice to facilitate the expression of our disparagement, and so far have we gone in this direction that the more exceptional and atrocious the offence which a ruffian may commit, the easier it seems to be for him to procure eminent specialists to hasten into Court and pronounce him insane.

I have directed attention to some of these general characteristics of contemporary fashion as they seem to be subjects upon which the instructors of youth should ponder and exercise careful judgment. Temporary popular enthusiasms are often in great part mistaken and are almost always mixtures of good motive and bad judgment. Hence the importance of sometimes encouraging a pupil to break away from the habit of imitation. There occurs to

me at present the case of a locality in this province where the elderly inhabitants, though not what would be considered well educated, express themselves with a fair amount of clearness and accuracy, but where the children of these same inhabitants have adopted a manner of speech which is nothing short of an offensive *jargon* wherein such expression as "aint" and "I seen" are not the worst which might be cited. It seems harsh to say that many of these young people spoke better English before they went to school than after, but in some instances such is the fact; and it seems to be the outcome of the weak, but prevalent desire to be, like other people, a notion which seems also to lie at the root of the prevailing fancy which attracts into cities hosts of young people who have no fitness or adaptation for professional or commercial pursuits. Accordingly, the inference is, that teachers should discourage sameness and imitation and encourage independence of judgment, thoroughness and excellence, particularly in the way of developing special aptitudes, that they should aim at making of their pupils all sorts of honorable and right-thinking citizens, even if the pupils differ from one another as widely as the proper qualifications for one calling may differ from the qualifications for another.

What after all is your mission to the youth of this Province, but to educate them to observe for themselves, to think for themselves, and to speak and write the outcome of their observation and reasoning, so that when the time of action shall have come, each one shall rightly act for himself in his life's calling.

In what has been said regarding the teaching of English, you will have observed that there is scarcely anything about the teaching of grammar. I do not feel open to reproach on this account. The teaching of grammar is of course necessary even for a low standard of education; knowledge of the rules of grammar however is quite a different matter from ability to express one self adequately. There are in this Province abundant illustrations of the fact that persons well instructed in grammar may be ill-educated in the use of the English language. The latter art is what is here chiefly in question.

If your patience will tolerate another criticism applicable specially to the subject of English, I would ask if there is not in our schools an absence of thoroughness of instruc-

tion in the more elementary matter coupled with too wide a range of study, if there is not, on the one hand, too much ambition to teach something of many subjects, to "go over"—so to speak—a great quantity of matter, and not enough care on the other hand to make sure of what has been dealt with? I suppose that the close of teaching in our country elementary schools marks the close of all school instruction for over sixty per cent. of the pupils. Hence the importance of thoroughness of instruction in the small sum-total of education which these will have acquired. It has been my fortune to hear teachers assist pupils in class recitations by supplementing inadequate answers to questions upon the day's lesson. The practice is doubly injurious. It makes the pupil contract a disposition to lean upon the teacher, as it were, and it at the same time exhausts the teacher with work which properly is not the work of the teacher at all but that of the pupil. Pupils should be made to answer questions with deliberation, and should, by supplementary questioning and criticism, be made to take the responsibility of their answers and of the manner of expressing them. They should be made to find out for themselves rather than be told that which they ought to know.

Just as the beauty of the greatest scientific discoveries often consists in the simplicity of the result when attained, so it is that the beauty of an education consists in the perfection of mastery achieved rather than in the bulk of what has been attempted. When this consideration comes to be more fully realized and carried into effect by our educators, we may contemplate the possibility that Canada may produce men who will deserve to be called statesmen and men of letters.

However, as it has been my object to lay before you certain considerations having a practical bearing upon the work of your profession, the beauties of the English language form a subject which I have not dwelt upon. These you appreciate probably more fully than can be expected of one whose calling has to do chiefly with the outcome of the controversial side of human nature.

I would not have it thought that I have ignored the smallness of the inducements from a pecuniary point of view which are held out to those engaged in the profession of teaching.

Constituted authority in our land makes elaborate provision for argument, persuasion and conviction in dealing with men in the domains of religion and politics, and for compulsion and restraint of obstinate men and wrong-doers in the sphere of the law, but in the realm of education the body politic seems averse to contributing more than from two to four hundred dollars a year to those who are charged with the unmeasurably more important mission of actually forming and moulding the characters and dispositions which our young people will carry through life with them, which in short make them what they will be.

Fortunately however, as teachers have sufficient occasion to know, there are better things in this world than money, and if you can manage to bring it about, that your pupils shall secure that varied training which will enable them to be masters in the art of speaking and writing good English, you will have accomplished something which cannot be expressed in terms of dollars and cents.

Even if you be engaged in your profession only as a way of temporary bread-winning to be continued until you shall have been prevailed upon to assume the direction of a domestic establishment or until you shall secure command of sufficient money to enable you to gain an entrance to another profession, the knowledge that you are shaping the destinies of so many young Canadians will suffice to convince you how essential a thing it is that your standards should be high.

As regards any practical inferences which may be drawn from what has been said, let a word of qualification be added in conclusion. It may be that certain of the propositions here laid down are not in harmony with the instruction and recommendations which you have received in the course of your professional training, or may be such as your after experience as teachers makes you believe are not well founded. If so, it will still be quite in accordance with the spirit of what is here laid down, that you maintain your confidence in your own judgment of what is best, provided it be a deliberate judgment, and that you act accordingly.

My parting word to the representations of our honorable though ill-remunerated profession, upon whose indulgence I fear that I have unduly trespassed, accordingly is: "Be thorough in what you do and not ambitious to attempt more than you can do well."

Editorial Notes and Comments.

THE PRESENT NUMBER of the RECORD has been considerably delayed owing to various changes in the business arrangements that were found necessary.

We must therefore ask the forbearance of our readers until regularity of issue can be again established. The March number will follow in a few weeks.

Common School Grant.

The Legislature will be asked next session to amend the law relating to the distribution of the Common School Fund, so as to enable the Protestant Committee to distribute the share of the Protestants in such a way as to assist the poorer municipalities more generously. At present the money is divided amongst the municipalities according to population. Thus the cities and larger towns, which are well equipped educationally, receive the larger share from this fund, while the struggling schools in the remote districts receive so little as to make it hardly worth their while in some cases to apply for it. In the State of New York no school section having a valuation of three millions of dollars is allowed to participate in the state grant. The presumption is that sections so wealthy, comparatively, are both able and willing to look out for themselves.

Probably the grants to our wealthier municipalities are welcome, well earned, and well spent, but if they are somewhat diminished in favor of the poor municipalities, no one will make serious objection. Our system should be provincial. Under our law the rich man contributes to the education of the poor man's children. The rich district in a municipality assists the poor district, and thus the inequalities of life are rendered less striking. Why not then require the rich municipality directly or indirectly to give aid to the less fortunate?

Compulsory Professional Training.

It will be seen by the minutes of the March meeting of the Protestant Committee that in a short time Normal School training for at least three months will be demanded from all candidates for teachers' diplomas in this province. The longer course of one year for the elementary and two

years for the model school diploma will be provided as usual, and will probably be followed by the usual number of students, while the shorter course will be taken by those who now go up for examination before the Central Board without any practice in the art of teaching, and with little knowledge of the principles of education and of the methods of applying them.

No one doubts that the best educational work can be done only when the teachers have been specially trained. In this province, so great is its extent and so scattered is the Protestant population, it has been a question whether some degree of training should be actually demanded from all, or whether the encouragement offered by the high character of the training and education to be had at the Normal School together with the prospect of larger salary, would be sufficient inducement to those who could afford the expense of a residence in the city. The result of optional attendance has been that our city, town and village schools, in which fair salaries are paid, are now taught by Normal School graduates, while in the remote districts there are few who have professional training.

A few weeks ago a prominent man in the western part of the province declared to the writer that the people in his part of the country are willing to pay larger salaries if they can get better qualified teachers, and that they are favorable to compulsory Normal School training. If this is true of the whole province, there will be no trouble in supplying trained teachers. It is expected that the short course will be of great value to the rural schools.

A strain will be imposed upon the staff and upon the finances of the Normal School by the dual nature of the work. It will be cheerfully borne, however, for the general good.

Of course, diplomas granted by the Central Board before attendance at the Normal School is insisted upon by a change of regulations, will remain valid.

—WE HEAR that Principal Dresser, of St. Francis College, Richmond, proposes to hold a summer school during the coming holiday season. His idea is to give instruction in Geology Botany and Drawing, with the addition, perhaps, of one or two other subjects. We hope that the encouragement which is needed to bring about the successful carrying out of Principal Dresser's plan will be extended to

him by all those who may be in a position to benefit by such a summer school.

—THERE is no complaint so common in the educational world, as that concerning the meagre salaries received by common school teachers, and the complaint is not without cause. Speaking of this very matter, the *Canadian Magazine* says: "Unless the public at once take up the matter of larger salaries for public school teachers, our educational system is going to be seriously deteriorated by the present practice. The idea of a male teacher possessing a second or third class certificate, and being over eighteen years of age, working for \$200 or \$250 a year! It is dangerous.

"No teacher with such a salary can afford to buy books, or even to wear good clothing. He will thus lose the dignity which is derived from both these sources. He will be reduced to the equal of the farm laborer, who seldom gets less than \$200 per year and his board. In fact, comparing the two, the farm laborer is in better circumstances. The teaching profession will simply be a body of men or women always on the look-out for new positions, without ambition of success in their present profession, and without the dignity which should be transmitted to the children under their charge."

It is indeed dangerous, and the public will perhaps realize this before long. We have not cited the above with any intention of making the teacher discontented with his or her lot, except in a legitimate way.

What are the circumstances which have given rise to such a state of affairs? The most evident is that there are teachers ready to accept positions under such conditions. Of course, in the great majority of cases, the teachers who thus accept are in no way to blame. The hard facts of their life may be such that they have no option. But it is possible that there is a large percentage of the number who are doing a serious injury to the profession, which it lies in their power to prevent in great measure. Let the teachers co-operate, for they may rest assured that the municipalities ready to offer the real value of their services are few in number.

In connection with what has just been said about co-operation, we reproduce an appeal to teachers from the *North-west Journal of Education*, though we believe its remarks are hardly applicable in this province. Speaking of the "Ethics of the Profession," the *Journal* says: "Has the

profession of teaching any ethics? This question can hardly be answered other than in the affirmative. And still, when a bright, intellectual teacher is heard to exclaim, 'I serve notice to those holding good positions that, if they do not find me in possession of their place some of these days, it will be because they manage to keep themselves in,' it is to be feared that the ethics of the profession have gone glimmering as far as some of its members are concerned. To no one more than to the teacher comes the 'new' commandment, 'Thou shalt love thy neighbour as thyself.' No teacher can be true to himself or the profession who seeks to displace another. Time enough to work for a position when we know it is vacant or is surely going to become vacant. Close up the ranks. Practise and feel fraternal feeling. Actively manifest to each other sympathy, kindly feelings, good-will. It will hasten the needed solidarity of our profession."

—IT WOULD seem that, like other "fads," the so-called spelling-reform is still extending its influence. Indeed, the movement has now, and evidently has had, unknown to us, for some time, an organ of its own, devoted to the interests of those who cannot master the intricacies of English orthography,—a "Jurnal" published in the beautiful mother-tongue of the spelling-reformer. We were recently made aware of the fact by the receipt of a copy of the "Jurnal ov Orthoepi and Orthogرافي, publisht Sunwhar in Nu Jurzi." This transcription of the title—as faithful a one as can be accomplished by a Christian printer—gives but a faint idea of the appearance presented by the original text which looks like nothing so much as a mixture of German and the worst of ill-spelled English, set up as it is in characters to be found, we feel sure, in no printing-office other than that of the "Jurnal ov Orthoepi." The scope of this "Munthli Magazen" devoted to the "Orthoepi and orthogرافي ov the Inglish langwej as spocen in America," is "Fonic speling, yuonic wurdz, fitnes ov wurdz," and its motto, "The envirunz ov a pepul mold thar langwej." If, indeed, they speak the English language in "America" after the manner indicated by a *phonetic* pronunciation of the contents of the "Jurnal," how far must they have wandered from the speech of their fathers!

But, seriously, let us be thankful that this "reform" movement has so far confined itself to the "pepul" who

have conceived the idea of rearing a two-hundred-story, three-thousand-feet-high building. History repeats itself, and it is only appropriate that the new Tower of Babel should have its confusion of tongues! Let us, at least, remain in the lower stories and speak and write English, and let us remember what Archbishop Trench has said, that there is no conceivable method "of so effectually defacing and barbarizing our English tongue, of practically emptying it of all the hoarded wit, wisdom, imagination, and history which it contains, of cutting the vital nerve which connects its present with its past, as the introduction of the scheme of phonetic spelling."

We have been in some measure led to speak of this matter by the report that a Teachers' Association in the Western States has adopted a resolution favouring this spelling reform. In conclusion, we would like to ask the editor of the "Jurnal" whether he has as yet evolved a system of phonetic penmanship, to enable him to *write* his editorials in his own "langwej"—but perhaps he writes them in English and then translates them.

—How much truth there is in what the *Teachers' Institute* says about "Lay Suggestions," every teacher whose professional conscience is in active working order and who is really desirous of finding out his own weak points, with a view to strengthening them, will decide for himself. "Clothed," remarks the *Institute*, "in a little brief authority, the teacher sometimes forgets that he is also subject to authority, that it is the parent who employs him, and the great public who pays him. Crude as the opinions of laymen naturally are as to practical class-room questions, there are very many laymen who are well acquainted with educational principles, who understand children and are qualified to criticise the schools in a general way. Teachers should be less impatient of this criticism. Much of it is highly suggestive, and many of its suggestions are vastly more practical than the rut teacher has any conception of—as the out-of-the-rut teacher is daily proving. Hearing that 'an old maid teacher' had written some advice to mothers, the mother of one child (and that one not very successfully brought up) was heard to say scornfully, 'What does *she* know about it?' 'Read and you will see,' was the quiet reply. Teachers, too, should consider carefully the lay criticisms offered upon their methods and results before

pooh-poohing at them. 'Teachers are the most touchy people I know,' said a thoughtful teacher the other day. 'We are so used to criticising that we unconsciously come to think we never must be criticised, and bridle up the instant any one attempts to question our ways or hint at anything better.' "

—WHY do our teachers not take a greater interest in the EDUCATIONAL RECORD, in the way of contributing to its pages? All teachers who are professionally alive must at times have *thoughts* about their work worth imparting to their fellow-teachers. Why do they not give these thoughts definite shape and pass them on through the pages of the RECORD, which is always prepared to publish what is of general interest to its readers? It cannot be because they have not been asked. And another thing, our correspondence department is seldom overcrowded. *Verbum sat sapienti.*

Current Events.

—THE new Model School, built by the Lachine Dissident School Trustees, was formally opened on the 24th January last. Several interesting addresses were delivered on the occasion. The building, which was begun last July and completed in time for the opening of this term, is a handsome brick structure of two stories and a basement. Its cost was nine thousand dollars, and it will accommodate some four hundred pupils within its eight class rooms. The building, which is divided into two parts, one for boys, the other for girls, is provided with separate stairs and separate play-rooms in the basement. Suitable committee rooms have been furnished. The whole structure, which is fifty-five by eighty-five feet, is heated by hot water. The site is well chosen, being on the north side of Sackville street, on a rising ground, a short distance from the river. The principal of Lachine Model School is Mr. E. N. Brown, B.A., who has for assistants, Miss Lancaster and Miss Ellicott.

—AMONG the other municipalities which have recently erected new school buildings, that of Leeds Village deserves mention. The new school-house, a well constructed frame building, with two departments and large, airy rooms, is pleasantly situated in the heart of the village. Mr. John Whyte, ex-M.P.P., the Chairman of the Board of School

Commissioners, deserves credit, as, indeed, do the other commissioners. The influence of Inspector Parker is felt in his inspectorate.

—THE teacher occasionally appears in a new role. From the following news-note it appears that he can be plaintiff in a suit for libel. The teachers of Dartmouth, in Nova Scotia, have instituted a suit for libel against a member of the local School Board, because he stated, at a board meeting, that the penmanship of all of them, except the principal, was bad. They deny the truth of the statement, and have concluded to carry the matter into the law courts.

—BISHOP'S COLLEGE, Lennoxville, has 182 students in attendance this session, 112 at Lennoxville and 70 in Montreal, at the Medical College. The Dominion College of Music and the Dental College of the Province of Quebec have been affiliated to Bishop's. In the Arts Faculty, Prof. Parrock has succeeded Prof. Watkins as professor of classics. The authorities are confident that they will be able to raise the \$10,000 necessary to entitle them to the \$20,000 offered by Mr. Robert Hamilton, of Quebec.

—IT IS understood from some remarks made by the Chief Superintendent of New Brunswick, at a recent teachers' institute, that it is contemplated to regulate the employment of teachers according to the ability of the districts. If this plan be carried out, there can be no doubt but that it will meet with the approval of all rate-payers who are interested in schools, and teachers as well. At present some of our ablest districts employ the cheapest and lowest class teachers they can engage, greatly to the disadvantage and annoyance of many rate-payers.

—THE influence of the free text-book movement seems to be extending in the United States. From latest accounts, ten states, Massachusetts, Maine, New-Hampshire, Delaware, Nebraska, Rhode Island, Pennsylvania, Idaho, Vermont and New Jersey, have made free text-books compulsory; while nine states, Connecticut, Wisconsin, Maryland, Michigan, Colorado, South Dakota, Minnesota, Ohio and North Dakota, have passed resolutions making the system permissive.

—THE State of Illinois has a law providing for the retirement of public school teachers, after twenty-five years' service in the case of men, and after twenty years' service in the case of women. The statute provides, however, that no taxes can be levied for the use of the pension fund

established. The fund is to be maintained by the deduction of one per cent. each year from the salaries of all public school teachers employed in the state.

—IT IS said that Mr. Rockefeller has given still another million dollars to Chicago University, and this will bring the amount of his gifts to the cause of education almost up to the sum left by Stephen Girard to Girard College.

An exchange says that it is somewhat remarkable that with the vast increase in the amount of wealth and number of millionaires the record made by Girard so long ago as the year 1831 should still remain unbroken at the close of the year 1895.

Of the eighteen American millionaires who have contributed to educational institutions sums ranging from the one million dollars given by Ezra Cornell to Cornell University to the eight millions given by Stephen Girard to Girard College, four, namely, Girard, Asa Packer, James Lick and A. J. Drexel, were Pennsylvanians, and the value of their gifts reached the large total of \$14,650,000.

Mr. Rockefeller, being still in the land of the living, is likely at last to exceed Girard's record as a patron of education. If a great university could be made with millions, Mr. Rockefeller would already have made it.

—BESIDES the \$1,000,000 which Mr. Rockefeller is said to have just added to his former donations to the University of Chicago, Miss Helen Culver, of Chicago, has given to the same institution a like sum for the spread of knowledge within the field of biological sciences. With the great wealth which is being put at its disposal, the University of Chicago should be able to do good work in the realm of higher education.

—THE University Banquet, which is a quinquennial event of the history of McGill, was held on the 24th of January last, at the Windsor Hotel, Montreal. Many distinguished educationists, from all parts of the Continent, were present, in addition to the members of convocation. Many excellent speeches were delivered. The Hon. G. W. Ross, Minister of Education for Ontario, in proposing the toast, "McGill University," spoke in glowing terms of the work done by the university, and referred to the high and honourable positions held by many of its graduates. He gave a word of praise to its princely benefactors, and intimated that they would be glad to see the same generosity in Toronto. He

deplored the smallness of the influence exercised by the universities in Canada, as compared with the Mother Country, and advocated the teaching of constitutional law, political economy and civil government, as a training for public life. Such a university training would broaden the sentiments of our legislators, steady their minds in times of crisis, give them broader conceptions of the empire, and lessen the influence of demagogues.

—ON THE same occasion, in response to the toast of 'Eastern Universities,' President Eliot, of Harvard University, said: I find a close resemblance between the history of McGill and the history of Harvard. To be sure, Harvard University is much older. Its character, unaltered to this day, dates from 1650, twenty years before the charter of the Hudson's Bay Company was given. We were poor for two centuries. McGill University has, within its comparatively short life, reached a greater magnitude and a higher level than Harvard University in two hundred years. Therefore, the history of Harvard is encouraging to every university which depends chiefly upon endowment for support. We have depended almost entirely upon the benefactions of our citizens. The dependence of McGill has been similar. Mr. Ross called attention to the munificence of the citizens of Montreal to McGill University, but there is another side to that picture. Universities like McGill and Harvard have given a noble opportunity to rich men. A judge I knew used to say that Harvard University had given a good chance for a rich man to escape the application to himself of that saddest of epitaphs, 'the rich man also died and was buried.' But, jesting quite apart, I know no greater service that a patriot can render to his country than the endowment of education, and I know that there is no finer luxury a rich man can procure for himself than the luxury of indulging the hope that he has done some perpetual good on this earth. Think of it—the doing of some perpetual good. What a privilege to dream of it; what a delight to realize it. President Eliot went on to speak of the good that had resulted from benefactions to Harvard, and enlarged upon the opportunities for beneficence presented at McGill in its present position.

—IT WOULD seem that Upper Canada College, which has been identified as "the one great national primary school" of this country, is in financial difficulties, and word

has gone forth that, to assure the permanent efficiency of this school, a supplemental endowment by voluntary subscription is required to take the place of the endowment conferred at its foundation by Sir John Colborne in 1829, of which the College has been deprived by events in the course of years. We trust that the amount needed will be speedily raised. Indeed, it is announced that already Messrs. W. H. Beatty, W. R. Brock, and W. G. Gooderham have given tangible evidence of their views by subscriptions aggregating \$11,000.

Literature, Historical Notes, etc.

—PRONOUNS.—As most of us have more or less had occasion to use the cumbersome expressions, “his or her,” “him or her,” referring to an antecedent of common gender, this question, asked by an exchange, is of general interest:

Does the English language need a pronoun that may logically stand for an antecedent of common gender in the singular number? A great many will answer yes, and the writer is inclined to agree with the affirmative answer.

Of course we know what the rule is. Every one can say that “When the gender of the singular antecedent is common or intermediate, use the masculine pronoun.” But anyone listening to the average public speaker or watching ordinary conversation will discover that the rule and the practice are far apart. Among the educational fraternity wrong practice is very marked, particularly in the use of the singular of the nouns “teacher” and “pupil.” The usual error is to use the feminine pronoun with “teacher” and the plural with “pupil.” After listening to many lecturers and institute instructors from the highest rank down, we can safely affirm that the great majority habitually say “the teacher, she.” Now that might be correct if “teacher” were being used strictly in the feminine and the use were clear to the listener; but when a lecturer, addressing an audience of teachers of both sexes, uses the singular feminine pronoun with “teacher” in the common gender, he exposes himself to the charge of either not knowing and using good English, or of ignoring the masculine portion of the profession. Here are three examples in point—(1) The teacher should study his profession. (2) The teacher should study her profession. (3) The teacher should study their profession. In the first sentence the use of the word “teacher” as a noun of common gender and of “his” as a pronoun of common gender is unquestioned. In the second sentence, “teacher” can only be parsed in the feminine gender, for if of the common gender, the pronoun “her” is wrongly used for “his.” The use of noun and pronoun is wrong from all standpoints in the third.

If the masculine pronoun, third person, singular, is the only one that can also be properly used as a singular pronoun of common gender, let us use it.

An attempt has recently been made by some publishers in the East to introduce a new pronoun to "fill a long felt want" of a pronoun of common gender, singular. The pronoun and its declension is: Nominative "Thon," Possessive "Thons," Objective "Thon." Using this pronoun in one of the sentences given previously, it would read; "The teacher should study thons profession."

This word has failed so far to find that favor that is needed to bring it into general use. It is a probable failure. One thing however is sure, we, as teachers, should either bring our practice up to what we know to be correct by our present rules or usage, or use a new device.

Practical Hints and Examination Papers.

DECIMAL FRACTIONS.

BY H. D., IN *American Journal of Education*.

1. Principles of increase and decrease, made clear by illustrations; such as 5, 50, 500, 5000, 50000, 500000, and 5, 5, .05, .005, .0005, .00005, .000005. I should not try any more than have the above fully understood by every one of the class; not only the apt ones, but also the slow ones. Show the child that .5 is another way of writing $\frac{1}{2}$, thus $.5 = \frac{5}{10}$ or $\frac{1}{2}$. It is more convenient, often, to use .5 than $\frac{1}{2}$. Therefore, we use it. Decimal fractions are simply one class of the common fractions expressed in a different manner. They are simply fractions having as denominators 10, 100, 1000, etc.

2. Writing decimals. Learn orders, tenths, hundredths, thousandths, ten-thousandths, hundred-thousandths, millionths, ten-millionths, hundred-millionths, billionths, ten billionths, hundred-billionths, trillionths. I consider that far enough. I should write these words until all can spell them. These words look ugly if spelled incorrectly. Learn to name and to write them. Don't forget the hyphen. John, name the fourth order. Mary, give the seventh order. Peter, name them backwards. Teacher, dictate not 10, but 50 or 100 decimal fractions.

3. James, will you put these on the board? .25, .304, .082, 1.3, 54.0004, 194.5, 345.1916, .1896, 20.001008, 1489.690001.

Mary may read them. Ruth may read them. Jacob try it. Who made a mistake? Papers or slates ready. Please write these ten decimal fractions dictated by the teacher. Exchange papers. Lucy may read hers by naming the figures in succession and calling the point, decimal point—14.3085, 1, 4, decimal

point, 3, 0, 8, 5, etc. Those that have it as Lucy read may go to the board and write 10 decimal fractions for the others to read. Don't put in any ands except at the decimal point when reading a whole number and a decimal fraction combined.

4. Addition problems of your regular book.
5. Addition problems of some other book.
6. Addition problems given by some pupil.
7. Subtraction examples of the regular book.
8. Subtraction examples of some other book.
9. Subtraction examples of an original nature.
10. Multiplication problems in your text-book.

In addition and subtraction it is only necessary to place tenths under tenths, hundredths under hundredths. In multiplication show why we point off in the products as many figures as are in both multiplicand and multiplier. $\frac{1}{10} \times \frac{1}{10} = \frac{1}{100}$; then $.1 \times .1$ must be equal to $.01$, or as many decimal places as are in both multiplicand and multiplier.

11. Multiplication problems of some other book on the teacher's desk. These examples may be put on the board by some fast pupils; some that get through with their work too soon and then get into mischief. No doubt every teacher has more than one arithmetic. If he has not, he is not anxious that his pupils should learn decimals very thoroughly.

12. Let some genius of the class (there is one in every class) place, say, ten problems on the board for the pupils to solve. The teacher may suggest the nature of some examples in multiplication of decimals.

13. Division of decimals as given in your text. To point off in division is already known from multiplication of decimals, since division is the reverse of multiplication. Product corresponds to the dividend and the quotient to multiplicand or multiplier.

14. Division problems of some other book.

15. Original examples by some members of the class, to be placed on the board, in which division is required.

16. Original problems in multiplication and division mixed, in order to make the child think, or, better, reason. Example: If 1 pound of butter costs 30 cents, what will 5.5 pounds cost? If 5 pounds cost \$1.50, how many pounds can be bought for 75 cents? If 25 pounds of butter cost 50 cents, what will 8.03 pounds cost?

17. Devote one lesson to decimals as applied to money. Let no one, in a class of 20, write 5 cents without the cipher and decimal point. Show the connections: 5c. or $.05$, or $\frac{5}{100}$, or $\frac{1}{20}$, 20 five cent pieces in a dollar; 1c. or $\frac{1}{100}$, 100 cents in a dollar; $\$1.16\frac{1}{2} = 1.165$; $\$2.16\frac{1}{4} = 2.1625$; $\$3.87\frac{3}{4} = \3.8775 .

18. Reduce common fractions to decimal fractions: $\frac{3}{4} = 3.00 \div 4 = .75$.

Put as many decimal places to the right of the numerator as are necessary. Only point off correctly, and no law is violated.

19. Reduce decimal fractions to common fractions: $.25 = \frac{25}{100} = \frac{1}{4}$; $.2 = \frac{20}{100} = \frac{1}{5}$; $.40 = \frac{40}{100} = \frac{2}{5}$.

20. To reduce a decimal of one denomination to an equivalent decimal of another denominator, is identical with the reduction of compound numbers. It requires no special illustration if the foregoing is properly performed.

To find the value of a decimal in integers of a lower denomination: $.25$ bu. to pks.— $\frac{25}{100}$ of 4 pks. equals $\frac{100}{100}$ pks., or 1 pk., etc.

Next day give your pupils ten miscellaneous examples about decimals, and if your pupils make an average of 80 p. c., consider yourself a very fair teacher. If pupils learn all this in one month, and know it thoroughly, they have done enough, and they, as well as you, feel that you did not work for money only.

—THE first and most important thing is to teach the children to observe, compare, and contrast; the second is to impart formation; and the third is to re-inforce the other two by making the results of them the basis for instruction in language, drawing, number, modelling, and other handiwork. There are, however, other important uses of good object-teaching. It makes the lives of children more happy and interesting by opening up an easily accessible and attractive field for the exercise of the brain, hand and eye; it gives the children an opportunity of learning the simplest natural facts; and directs their attention to external objects, making them less bookish. It further develops a love of nature and an interest in living things, and corrects the tendency which exists in many children to destructiveness and thoughtless unkindness to animals, and shows the ignorance and cruelty of such conduct. The value of the services which many animals render to man should be dwelt upon, and the importance of kindly treating them should be pointed out. By these means, and in other ways, good object-teaching may lay the foundation for the right direction of the activity and intelligence of the children throughout the whole school.—*Educational Review*.

—AN EXCHANGE gives a description of a very simple and interesting electrical experiment which may be made with a sheet of brown paper, illustrating in a remarkable manner how the most astonishing effects may be produced by the simplest means. Take a sheet of coarse brown paper, and, after holding it before the fire until it is perfectly dry, fold it up into a long strip of about two inches wide. The magnet is now complete. To exhibit its attractive power, cut some strips of writing paper about three inches long and about as wide as one of these lines, then place them upon the table three or four together. Now take the

magnet and draw it briskly under the arm two or three times; its electromagnetism is instantly developed, and becomes apparent when held over the small strips of writing paper, for they fly up from the table toward the paper magnet veritably "by the wings of lightning."

—MANY teachers of the word method have overlooked the necessity of causing the child to learn the names of the letters, to recognize them at sight, just as they have learned to recognize words, and to name these letters in their established order. I think it has been assumed by some teachers that all the words of the language are to be learned just as the first two or three hundred are learned—on simple authority, Chinese fashion. It should be clear to the most inexperienced teacher that in the art of reading, as in that of walking, the child must be helped, but all to the end that he must finally learn the art of self-help.

The easiest and most direct means of teaching the letters of the alphabet is by causing the pupil to print words; for to print a word is to break it up into the elements (letters) and from the formation of these elements to the learning of their name, the step is direct and easy. It is often said, and no doubt with much truth, that by means of printing the child will learn the names of the letters almost unconsciously, but here, as in the learning of words, the teacher should furnish systematic help. As these names are purely arbitrary, they must be learned on mere authority.

In the line of systematic teaching, words may be selected that contain special letters; certain words may be printed on the board, and then the letters named by the class; the letters may be arranged in their established order and then told by the class; and lastly, the pupils being provided with boxes of letters, they may reproduce words which have been assigned by the teacher. The last exercise is the characteristic employment of the pupil during this period. It should have been stated in an earlier place that capital letters should be employed wherever proper usage requires them, so that in the printing work here recommended, the pupil will learn the capital forms along with the ordinary forms.—W. H. Payne.

—HERE is a story for the children, taken from the *Kindergarten News*. It is about "The Little Cotton Plant," and how it became a sheet of pink paper.

Once upon a time, there was a Little Cotton Plant which lived in a great field in the far South. There were a great many other cotton plants, both large and small, growing in this same field, but I am going to tell you about this one, and how it became a sheet of pink paper for a sweet little girl named Dot.

The skies were very blue and the winds gentle over the field where the Little Cotton Plant lived—and it grew, and grew—

until one day a cotton-picker came along and pulled off the beautiful white bolls, and hurried them away in his basket. The Cotton Plant cried a little when it saw its pretty white bolls taken away, but the little bolls were not afraid. They just lay *very* still in the bottom of the basket, and by and by they found themselves in a great big factory, where they were put through machines and made into yards and yards of lovely blue cloth which after a time was put for sale on the shelf of a shop. Then the mamma of a little girl named Dot, bought this blue cloth and made it into a beautiful new dress for her. And little Dot wore it and wore it until it was worn out and thrown into the rag-bag. Little Dot thought no more about it until one day a man (whom I suspect you all know!) came through the streets calling: "Rags! rags! rags!" and little Dot ran and gave him what was left of her little blue dress. And what do you suppose became of it? The old ragman took it down to a paper mill where it was torn into tiny pieces and ground into a soft pulp—and then made into little pink sheets and envelopes—*beautiful* pink like a seashell! and by and by Dot's papa bought it all tied up in a nice little box, and gave it to Dot for a Christmas present. But she didn't know it was made from her old blue dress which had first come from the dear Little Cotton Plant! Did you?

—AT A recent meeting of the Colorado State Teachers' Association, Prof. W. J. Wise read a paper on "The Personal Culture of the Teacher," in which he said:

"The personal character of the teacher is the most important factor of the school. Text-books, apparatus, and proper methods are desirable aids, but it is the stamp of the individuality of the teacher upon the pupil which makes or unmakes the future man or woman. What he is in temper, in morals, in will, in habits, in personal bearing, in general culture, cannot but make a lasting impression on the minds and hearts of his pupils, largely directing and influencing their future lives. It is not enough that the teacher be a thorough scholar, and apt to impart instruction. This, of course, if he is to be a teacher at all. But back of this and embracing these qualifications of mere machine work, there must be feeling and an earnestness of purpose and a sense of moral responsibility. With all that constitutes true manliness and womanliness, trained and cultivated for the constant demands of the vitally important work of the teacher. Two things I shall take for granted. First, that the teacher has a commanding acquaintance with the branches he undertakes to teach; second, that he has entered upon teaching as his profession, as his life work. I am compelled to do this; for nowhere in the realm of school economy am I able to discover any code which applies to an individual who is teaching for a term or two simply as a convenience while he prepares for the bar or she prepares for the wedding bells.

Being then a scholar competent to teach and a teacher devoted to his work, the question is: What shall be the teacher's further personal culture? What shall he do and how shall he train himself to become still more thoroughly qualified for his work and for bearing his proper part as a citizen of the republic, an active member in society, a felt factor in the world's progress. Personal culture—manly, womanly culture is my subject. The training of one who has so much to do both in laying the foundation and building that noble and stately structure we call society—this is my theme. The teacher should be a person of high moral principle and of blameless life. The teacher should be a Christian and a gentleman, an active man, 'one who has common sense and understands boys.' The teacher should also be a patriotic citizen, be a politician, not in the common meaning of the term. But every intelligent man or woman, and especially every one who undertakes to teach those who in a few years will be citizens and rulers in this vast and free country, ought to be thoroughly acquainted with the history, mode of government, and general policy of this nation. The history of men in government, literature, and religion, their wars, their arts, their material and intellectual progress, and the comparison of these with our own times and civilization ought to hold a distinguished place in our studies and readings, and will prove to the thoughtful teacher a means of culture, and will tell positively and directly upon his professional efficiency. There is to the teacher a wide range for self-culture in the history of civilized nations, ancient and modern, in enriching his mind with the vast treasures of their best literature. Here is a great source of intellectual culture if only his readings are with method and to a purpose. A few choice books, thoroughly read and re-read, often accomplish more for mental culture and even for fulness of thought and information than a thousand books, however good, run through with the rapid dispatch of a single reading. Great cultivation, large information, much experience we ought to have, but it must be such as will make us valiant and ready and skilful for the work in which we are engaged, that we may be furnished and schooled as those who must lead an army in battle or pilot a ship in a storm. We need, then, a vivid sense of our relations to our pupils and of our responsibility, both for success in their studies and for their future character as men and women."

—A LESSON ON WATER.—Select a lump of ice and bring it into the school-room. What is this? Describe it. Clear, cold, brittle. Give each child a piece. What does it do when brought into the house? Why does it melt in the hand? Let us hold the thermometer bulb on the ice. What does the quicksilver do in the thermometer? How far does it go down? We will melt this piece of ice. What does the heat change it into? Is ice lighter or heavier than water? Will it float on water? Why does ice stay on the top of the pond instead of sinking?

Now let us put the water on the stove. What does it do? What comes off from this boiling water? Let us put the thermometer in the boiling water. What does the quicksilver do now? How high does it rise? What does cold do to the quicksilver? Heat? Let us put just a little water in this baking-powder box, and set it on the stove. We will put the cover on tightly, and make a small hole in the cover with an awl. When the water boils what happens? Hold a cold piece of glass in the steam a moment. What is on the glass? Breathe on the glass. What is on the glass now? We call water, when solid, ice; when liquid, as we usually see it, water; when hot, coming from boiling water, steam, vapour. In what form is water that comes from our breath? What form is in the well? Tell me some other forms of water. Fog, snow, cloud, hail, rain.

Catch snow-flakes on a piece of black cloth, and examine with a glass. Draw all the different forms you can find. Darken the room and put a thin piece of ice over a hole in the shutter, so that the sunlight can pass through. Now look with the glass. What do you see? Are these crystals like snow crystals? How do they differ? Get a sheet of ice from some little brook or puddle where the water has gone down after the ice has frozen. Examine the beautiful crystals on the under side. Examine crystals forming on a cold window. Examine the steam as it issues from a teakettle. Is it white just where it leaves the spout? Why not?

Take a spoonful of sugar and place it in a cup of cold water. Stir it around and pour off the water. Is all the sugar there? Where has the rest of it gone? Taste it. Do you taste any sugar? What has the water done to the sugar? Take a spoonful of sugar and put it in a cup of hot water. Stir one second, and pour off as before. Where is the sugar now? Does hot water dissolve more or less rapidly than cold water? Water dissolves substances put into it. Place the thermometer in freezing water. At what temperature does it freeze? Place the thermometer in boiling water. At what temperature does it boil? Place a small dish of water out of doors on a cold night; next day get it and see what has occurred. Why did the dish break? Why did the ice bulge? What does water do, then, in freezing? It expands. Hold up a glass of water. Look through it. Describe it.

Question the class about the uses of water, ice, snow. Have some of the various poems on snow, water, etc., been read in school? (Lowell's description of winter in the "Vision of Sir Launfall" is among the finest in literature.) Drawing snow crystals is interesting and instructive work. Frost on the windows is also very beautiful. An experiment may be made by placing a tumbler of cracked ice in a warm room. There will soon form on the outside of the glass beautiful frost crys-

tals. This proves the presence of water vapour in the atmosphere.—From *One Hundred Lessons in Nature Study*, by Frank O. Payne. E. L. Kellogg & Co., Pub., New York.

Books Received and Reviewed.

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

The *Canadian Magazine* for March is in every particular a number of which Canadians may well be proud. Good reading in plenty is to be found between its covers. A principal feature is the continuation of Ian Maclaren's novel, "Kate Carnegie." Among the other articles are "The Nature of Robert Burns," by J. Campbell, M.D.; "The Men who made McGill," by A. H. U. Colquhoun, B.A.; "Photography Extraordinary," treating of the new process with Cathode rays, by F. T. Thomason. Book reviews, poems and papers on various subjects of interest make up the number. The *Canadian Magazine* deserves all the support it can get from Canadians. The April number promises an excellent table of contents. Published by the Ontario Publishing Company, Toronto.

In the January number of the *Atlantic Monthly* is a paper on "The School-house as a Centre," by the editor, Horace E. Scudder, which will prove of interest to the teacher. Mr. Scudder's ideal is the school-house forming the social centre of the municipality or district, and occupying the place which, according to him, is being usurped by the public library. This paper is an introduction to the discussion of "The Status of the Teacher," in subsequent issues. "The Johnson Club," by George Birckbeck Hill, is an entertaining description of a meeting of Johnson enthusiasts. The *menu* of the *Atlantic* is varied and of the best, and the January number is full of most interesting matter. The book reviews are, as usual, excellent.

The School Journal of New York makes a new move that will commend itself to educators, in publishing two illustrated magazine numbers a month from 36 to 44 pages each. The first number of the month is devoted to the interests of School Boards and Superintendents. The third week is to be a "Method" number. The *Journal* was established in 1870, and is published weekly at \$2.50 a year.

The *American Journal of Education* deserves special mention among our exchanges. It is a splendid teachers' paper. One of the features of each issue is a beautiful specimen of art in the line of photogravure. The *Journal* is published by Messrs. Perrin and Smith, St. Louis, Mo.

The *Atlantic Monthly* for February carries its own recommendation. Among the special features of this number are: "Some Memories of Hawthorne," by his daughter, Rose Haw-

thorne Lothrop; "The Bibliotaph," by Leon M. Vincent; a second of Mrs. Catherwood's studies in provincial France, entitled, "A Little Domestic"; and several short stories, including "Glasses," a very unique one, by Henry James. Gilbert Parker's Canadian novel, "The Seats of the Mighty," continues, and has lost nothing of its original interest. We have no hesitation in saying that the *Atlantic Monthly* is one of the best and most reliable to the monthlies of the day.

IN THESE DAYS of reprints and deceptions it behoves the teacher who is desirous of possessing a good dictionary to be wide awake in his quest for such a necessity. He should, if possible, get the best. There is one lexicon which has stood every test, and is to-day more popular among those able to judge in such matters than, perhaps, it ever was. We refer to Webster's International Dictionary, published by Messrs. G. and C. Merriam Company, Springfield, Mass. We have found it to be an unimpeachable authority in our own case, and we always defer the settling of any orthographical or etymological question till we have consulted the International. In the matter of dictionaries, the Messrs. Merriam have had the confidence of the public for some time. They were proprietors of the authorized Unabridged of 1864, and since then have published several editions of Webster's great work. In this connection, they have expended on revision and compilation many hundreds of thousands of dollars. Consequently, in preparing the International, they have not been obliged to omit on account of copyright any excellence contained in former editions. It would be difficult to imagine any more complete lexicon of the English language than Webster's International Dictionary, and we advise all who are thinking of purchasing a reliable authority in lexicography to communicate with the publishers of this great work.

THE ARDEN SHAKESPEARE, a branch series of *Heath's English Classics*, published by Messrs. D. C. Heath and Company, Boston, U. S. A. We have received two numbers of this series, *MACBETH*, edited by E. K. Chambers, B.A., and *AS YOU LIKE IT*, edited by J. C. Smith, M.A. (Edin.), B.A. (Oxon.), and have nothing but good to say of them. The publishers announce that "in this edition of Shakespeare an attempt is made to present the greater plays of the dramatist in their literary aspect, and not merely as material for the study of philology or grammar." The two volumes we have had the pleasure of examining are most complete, containing besides the text, a glossary, an essay on metre, an index, and appendices upon points of special interest, and we heartily recommend them as suitable for school work. The "Arden Shakespeare" is well arranged and has a most attractive appearance, though issued at a very reasonable price. These other plays have so far been issued: *Hamlet*, *Julius Cæsar*, *Twelfth Night*, and *Richard III*, with others to follow shortly.

FOR SECRETARY-TREASURERS.

Please notice that the RECORD is no longer addressed to the secretary-treasurer by name. Owing to the frequent changes it seems best to address "The Secretary-Treasurer of the Protestant Schools," &c., and so avoid the correction of the mailing lists or the loss of the RECORD.

Acknowledgment of Subscriptions to the RECORD for the current year.

F. Hamilton, Esq., Sec.-Treas.,	Longueuil.....	\$2 00
H. Howe, Esq.,	" Barnston.....	1 00
E. W. T. Raddon, Esq.,	" Westmount.....	3 00
Et. LeBel, Esq.,	" Kingsey.....	1 00

Official Department.

DEPARTMENT OF PUBLIC INSTRUCTION,

QUEBEC, November 28th, 1895.

On which day the quarterly meeting of the Protestant Committee of the Council of Public Instruction was held.

Present: R. W. Heneker, Esq., D.C.L., LL.D., in the chair; the Ven. Archdeacon Lindsay, M.A., D.C.L.; George L. Masten, Esq.; the Reverend Principal Shaw, D.D., LL.D.; Professor A. W. Kneeland, M.A.; the Reverend A. T. Love, B.A.; the Right Reverend A. H. Dunn, D.D., Lord Bishop of Quebec; H. B. Ames, Esq., B.A.; E. J. Hemming, Esq., D.C.L., Q.C.; the Very Reverend Dean Norman, D.D., D.C.L.; Peter McArthur, Esq.; the Reverend E. I. Rexford, B.A.; and N. T. Truell, Esq.

Sir William Dawson by letter expressed his regret that he would be unable to be present at the morning session.

The Chairman read the official announcement of the appointment of H. B. Ames, Esq., B.A., as member of the Council of Public Instruction and welcomed him to the meeting.

The minutes of the last meeting were then read.

Moved by the Lord Bishop of Quebec, seconded by the Reverend Dean Norman, "That in order to make the minutes of the last meeting conform to the facts, the following words be inserted after the words 'authorized under existing regulations. Carried.' "The Reverend E. I. Rexford then tendered his resignation as member of the text-book committee." Carried.

The name of the Venerable Archdeacon Lindsay, M.A., D.C.L., was inserted in the list of members who were present at the last meeting.

The minutes as amended were confirmed.

The present method of distributing the common school fund according to population was discussed. R. S. Q, 1892, sec. 1, and 2081.

The discussion resulted in the following resolutions:—

1st.—Moved by the Lord Bishop of Quebec, seconded by the Dean of Quebec, “That this Committee approve the principle of using the sum now distributed among common schools largely in assisting the poorer municipalities.” Carried.

2nd.—Moved by the Reverend Principal Shaw, seconded by the Venerable Archdeacon Lindsay, “In view of the pressing needs of the elementary schools of this province, which should be improved as the province advances in material interests, and in view of the general demand there is throughout the province for their improvement, while it may be claimed that in general the character of these schools is as favorable as the resources available allow, be it resolved that we respectfully and strongly urge upon the Government the advisability and the imperative need of increasing the Legislative grant for the elementary schools of the province.” Carried.

3rd.—Moved by Professor Kneeland, seconded by the Lord Bishop of Quebec, “That whereas the Protestant Committee of the Council of Public Instruction have no means for increasing the efficiency of elementary schools by the leverage of grants made under like circumstances as those made to superior schools, and whereas the distribution of the money at the disposal of the Committee according to certain defined conditions, to the superior schools of the province, has conduced to a most satisfactory state of efficiency in these schools, and whereas this Committee believe that even the small sum now distributed to the elementary schools of the province, according to population, would, if distributed by this Committee according to definite conditions, have a like effect upon the elementary schools of the province, be it resolved that this Committee recommends that the grants to elementary schools be distributed in accordance with a scheme which shall recognize both the needs and the merits of the several schools and localities concerned, and that a sub-committee be appointed to prepare and submit such a scheme.” Carried.

Sub-committee, Professor Kneeland, Convener; Dr. Shaw, Reverend E. I. Rexford, Mr. H. B. Ames and Sir William Dawson.

The Committee then examined a number of the bulletins of inspection for different parts of the province. After discussion it was moved by the Reverend E. I. Rexford, seconded by the Ven. Archdeacon Lindsay, “That after careful consideration of the best means of promoting the interests of our elementary schools this Committee recommends that an experienced teacher be appointed to the Department of Public Instruction to supervise wisely and intelligently the work of the Protestant elementary schools, through school bulletins and others (as is now done for the Roman Catholic schools), and to relieve the English Secretary of some of the routine work, in order that he

may be able to devote more time to the work of elementary schools." Carried.

It was agreed that inspectors' bulletins should be laid before the Committee for consideration from time to time.

It was also resolved, "That the inspectors' visits can be made more valuable to the teachers by relieving the inspectors of one ordinary visit, and requiring them at a special visit to devote all their time to the assistance of the teacher or of several teachers met at a convenient centre."

From reports of attendance in the rural municipalities it appears that in many instances the schools are too numerous considering the number of pupils to be accommodated, while if the number of school-houses were less, the distances would be too great for some of the pupils. After discussion it was resolved, on motion of Sir William Dawson, seconded by the Lord Bishop of Quebec, "That the school boards be authorized to unite into one, two or more small or poorly attended schools, provided that, when necessary, means be supplied to convey remote pupils to and from the schools." Carried.

It was agreed that the Protestant share of the prize book appropriation could be more profitably expended in the purchase of school equipment to be distributed amongst deserving schools than in the purchase of prizes for individual pupils. The Secretary was instructed to communicate with the Government on this matter before next session of the Legislature.

Moved by Sir William Dawson, seconded by the Lord Bishop Quebec, "That a sum, not exceeding one hundred dollars per annum, be given to pay expenses and for remuneration of inspectors and others not provided for by regulation 118, who may assist at the Institutes, until provisions may be made by special Government appropriation. The amount of remuneration is to be determined by the directors of the Institutes and reported to this Committee." Carried.

Moved by Professor Kneeland, seconded by Mr. Masten, "That a sub-committee be appointed to consider what can be done to provide a greater number of trained teachers for our elementary schools, and that this sub-committee be requested to consult with the Normal School Committee and the Committee of the Provincial Association of Protestant Teachers in relation to the subject, and report at next meeting." Carried.

The following sub-committee was then appointed: the Reverend Mr. Rexford, Convener; the Reverend Mr. Love, the Reverend Dr. Shaw, Mr. N. T. Truell and Professor Kneeland.

The question of means to secure a more regular and uniform method of keeping the accounts of secretary-treasurers, and a more efficient audit of such accounts, was left over till February at the request of the Chairman, who will introduce the matter with definite suggestions.

The Chairman and Dr. Hemming were asked to consider the question of the limits of School municipalities, and to see whether it is advisable or possible to make them coincide with the limits of the rural municipalities.

The question of increasing teachers' salaries and providing for a minimum was referred to the sub-committee on legislation, as well as all matters decided by resolution to-day and requiring legislative action.

The meeting then adjourned until 9.30 Friday morning.

QUEBEC, November 29th, 1895.

The Protestant Committee of the Council of Public Instruction met at 9.30 a.m. Present: R. W. Heneker, Esq., D.C.L., LL. D., in the chair; Sir William Dawson, C.M.G., LL.D.; the Venerable Archdeacon Lindsay, M.A., D.C.L.; G. L. Masten, Esq.; the Reverend Principal Shaw, D.D., LL.D.; Professor Kneeland, M.A.; the Reverend A. T. Love, B.A.; the Right Reverend A. H. Dunn, D.D., Lord Bishop of Quebec; S. Finley, Esq.; H. B. Ames, Esq., B.A.; E. J. Hemming, Esq., D.C.L., Q.C.; the Very Reverend Dean Norman, D.D., D.C.L.; Peter McArthur, Esq.; the Reverend E. I. Rexford, B.A.; and N. T. Truell, Esq.

Proposed by Dr. Hemming. Considering that a large majority of this province are, at the present time, protesting against the school laws of the Province of Manitoba, on the ground that the rights of conscience of the individual rate-payers are not duly respected, inasmuch as the religious minority are thereby compelled to contribute towards the support of the public schools, to the management whereof they are conscientiously opposed;

And whereas the same grievance exists to a certain extent with respect to the system of school laws now in force in this province, and that under certain circumstances individuals of the religious minority are compelled to contribute towards the support of the schools of the religious majority, although conscientiously opposed thereto;

And whereas it is desirable, not only on the merits of the case but for the sake of consistency, that said grievance should be removed from the laws of our province, and that no one belonging to the religious minority should be compelled thereby to contribute towards the support of schools of the religious majority in case he should be conscientiously opposed thereto;

And whereas this grievance has already to a certain extent been removed, in so far as the cities and some of the towns of this province are concerned, by the substitution in their special charters of that which is generally known as the "Panel System," in lieu of the ordinary right to dissent, as provided by our school laws, and which latter system is still in force in all the remaining portions of this province;

And whereas the provisions of article 1973, R. S. Q., giving power to the Lieutenant-Governor in Council to change the limits of school municipalities, such changes in certain cases to affect only the religious majority or minority, as the case may be (thereby virtually recognizing the principle of the complete independence of the Roman Catholics and Protestants one from the other), are incompatible with the general laws of this province giving the right to dissent, inasmuch as they practically take away such right from all those who may have acquired property or settled in the territory that was so under two distinct jurisdictions, subsequent to such order in council ;

And whereas the uniform adoption of the principle of the Panel System in lieu of the complicated machinery now required in order to dissent would remove all these difficulties, and the friction that is constantly arising in connection therewith, and would afford to each rate-payer full liberty of conscience with respect to his support of the schools of this province ;

Be it resolved,—that those members of our Committee forming part of the joint sub-committee of the Council of Public Instruction on legislation be instructed to use their best endeavors to obtain the uniform adoption of the principle of the “ Panel System ” in lieu of the existing system of dissenting schools throughout this province ; and in case of the adoption of the principle of the “ Panel System,” then to obtain such modification of the “ Neutral Panel ” thereof, as ordinarily found in such special charters of said cities and towns, and also of the law as set forth in art. 2143 R. S. Q., so as to permit corporations and other rate-payers not generally included in such Neutral Panel to have the option of appropriating their school taxes to the support of the schools under the jurisdiction of the Roman Catholic or Protestant Commissioners within the school municipality as they may decide, in harmony with the principle underlying articles 1993 and 2045 R. S. Q., and the suggested amendment to article 2038 as article 2038*a* ; so as to grant the fullest liberty of conscience possible to all who by law are bound to contribute towards the support of public schools.

But if in any school municipality the minority should be present but so weak in numbers as to be unable to elect a board of commissioners to represent them, and consequently the above mentioned option could not be exercised, then the sole remaining board of commissioners shall have the right to assess and collect the taxes due by such minority, including those on the Neutral Panel, but shall pay over to the Superintendent of Education all sums so collected from such minority and such portion of the Neutral Panel as may be appropriated to schools of the faith of such minority to form part of the Poor Municipality Fund, and to be by him distributed among the commissioners of such poor municipalities (within the same county if possible)

representing the same faith as such minority as may be approved of by competent authority.

It is suggested that the provisions of 54 Vic., chap. 85, sec. 50 *et seq.* (respecting school matters), to be found in the charter of the Town of Waterloo (1890), whereby such change in the two systems is carried out, would (subject to such modifications as to make the same conform to the spirit of the foregoing resolution) be found of material assistance in making the proposed changes in the existing law.

Moved by Sir William Dawson, seconded by the Bishop of Quebec, "That the report and resolutions of Dr. Hemming be referred to the representatives of this Committee on the joint committee, with power to present the matters referred to in such form as they may deem judicious and conducive to the interests of education." Carried.

Moved by the Lord Bishop of Quebec, seconded by the Reverend Dr. Shaw,

"1st. That the EDUCATIONAL RECORD be continued, so far as the Government grant and revenue from other sources may permit.

2nd. That it shall contain official matter emanating from this Committee and under its authority, and that this shall be distinctly stated on the title-page; and also general matter useful either directly or indirectly in the interest of education in this province.

3rd. That the Editorship be placed under the exclusive control of the Secretary of the Committee, with power to associate with himself other leading educationists in the general department, and to invite tenders for the publication and accept one of them, reporting to the Committee." Carried.

Applications for the inspectorship in the counties of Ottawa and Pontiac, rendered vacant by the death of Inspector Bolton Magrath, were read from Messrs. T. A. Howard, W. H. Brown, Ernest Smith, D. M. Gilmour and A. L. Gilman. The last three being reported by the Secretary as legally qualified for the position, it was agreed on motion of Dr. Shaw, seconded by Dean Norman, to vote by ballot, voting to continue till one candidate should receive a majority of votes cast. Mr. Gilman having received the majority of votes, upon resolution, the Secretary was instructed to request from the Government the appointment of Mr. A. L. Gilman, to succeed the late Inspector Magrath as inspector of the Protestant schools in the counties of Ottawa and Pontiac, at a salary of one thousand dollars per annum, from January 1st, 1896.

A petition from J. M. M. Duff, Esq., and others, asking for the appointment of the Reverend Einion Evans, D.D., as associate member to succeed the late Reverend Dr. Cornish, was read. The Committee proceeded to the election of an associate member, following the same method as before. After ballot, Principal S. P. Robins, LL.D., of Montreal, was declared elected.

The resignation of Professor Kneeland as member of the text-book sub-committee was read. It was then moved by the Bishop of Quebec, seconded by Dean Norman, "That those who have tendered their resignations as members of the text-book sub-committee be requested to withdraw them." Carried.

A letter was read from the Educational Book Company asking that a special committee be appointed to carry out pending arrangements for the revision of the Gage Readers.

The Secretary was instructed to acknowledge the receipt of the letter, and to inform the Educational Book Company that the Committee cannot deal with them in regard to the reading books, except through its regular text-book committee.

Moved by Mr. N. T. Truell, seconded by the Dean of Quebec, "That, as the earlier numbers of the Gage's System of Vertical Penmanship are defective in grading, the Secretary is instructed to inform the Educational Book Company, that these earlier numbers must be revised and properly graded; and that the recommendation of the Committee be not submitted for the approval of the Lieutenant Governor in Council, until this revision is provided for." Carried.

Moved by the Dean of Quebec, seconded by Samuel Finley, Esq.,

"1st. That the text-book committee be hereby instructed to proceed with all possible despatch to secure the early issue of the Quebec Readers under the offer of the Educational Book Company; and

2nd. That the sub-committee be instructed to see that the spelling of the revised readers shall be made to conform to English usage, and the punctuation to that usage which has received the official sanction of this Committee." Carried.

In view of the foregoing action, Mr. Rexford and Professor Kneeland consented to continue to serve on the text-book committee and withdrew their resignations.

A letter from C. A. Magrath, Esq., asking for provision for the support of the widow of Inspector Magrath, was referred to the Government with a strong recommendation for favorable consideration.

Moved by Mr. N. T. Truell, seconded by the Lord Bishop of Quebec, "That the Corporations of McGill and Bishop's Universities be requested to place arithmetic, as required for model school diplomas from the Protestant Central Board of Examiners, on the course of study, as an optional subject for the A.A. examination; and that whereas no limits are assigned to the optional geography in the A.A. examination, and consequently the subject is too broad and indefinite to be successfully taken up in the superior schools of the province; and whereas physical geography itself forms a most important branch of study, the Corporations of McGill and Bishop's Universities be requested to substitute a definite amount of physical geography, with

a text-book thereon, for the optional geography as it now stands." Carried.

Applications for diplomas under regulation 40 were submitted with a report from the Secretary who had examined all the documents.

After the Reverend E. I. Rexford had, at the request of the Committee, verified the report, it was agreed to grant:

1st.—Mrs. M. E. Cooke a model school diploma after examination in Latin, French, and School Law.

2nd.—Mr. James Rowland a model school diploma after examination in Latin, French, and School Law.

The certificates of Mr. J. H. Keller were accepted for a first class academy diploma under regulation 56.

The interim report of the Inspector of the superior schools was read.

Moved by Mr. Masten, seconded by the Rev. Mr. Love, "That while it is not possible to grant the prizes promised for 1895 for school grounds, as the inspection has not been made, this Committee would recommend that the inspectors of common schools report the best kept grounds in their inspectorates to the inspector of superior schools not later than the middle of August, and that the inspector of superior schools visit such schools during the first two weeks of September and report to this Committee before its meeting in that month." Carried.

FINANCIAL STATEMENT PROTESTANT COMMITTEE OF THE COUNCIL OF PUBLIC INSTRUCTION.

1895. RECEIPTS.

Sept. 27.—Balance on hand..... \$3,546 93

1895. EXPENDITURE.

Oct. 1.—Salary of Inspector of Superior Schools...	\$ 125 00
Salary of Secretary	62 50
“ 4.—Engrossing address to Hon. Mr. Ouimet..	15 00
Frame, etc.....	2 50
“ 19.—Legal Blank Printing Company blanks.....	3 15
Balance on hand as per bank book.....	3,338 78
	<hr/>
	\$3,546 93
	<hr/>
Contingent debit balance.....	\$1,026 86
	<hr/>

It was agreed to add Dr. Robins to the sub-committee on professional training.

The Secretary was instructed to inform Miss K. Stobo that since there is already one superior school in Coaticook, the Protestant Committee cannot make a grant to another school there.

It was agreed that a copy of the new course of Bible study should be sent to each of the Protestant ministers of the province.

There being no further business, the rough minutes were read, and the meeting adjourned till the last Friday in February, or earlier, on the call of the Chairman.

GEO. W. PARMELEE,
Secretary.

DEPARTMENT OF PUBLIC INSTRUCTION,

Quebec, February 28th, 1896.

On which day the quarterly meeting of the Protestant Committee of the Council of Public Instruction was held.

Present: R. W. Heneker, Esq., D.C.L., L.L.D., in the chair; the Venerable Archdeacon Lindsay, M.A., D.C.L.; George L. Masten, Esq.; the Reverend Principal Shaw, D.D., LL.D.; the Right Reverend A. H. Dunn, D.D., Lord Bishop of Quebec; Samuel Finley, Esq.; H. B. Ames, Esq., B.A.; Principal W. Peterson, M.A., LL.D.; E. J. Hemming, Esq., D.C.L., Q.C.; the Very Reverend Dean Norman, D.D., D.C.L.; the Reverend E. I. Rexford, B.A.; N. T. Truell, Esq.; and Principal S. P. Robins, LL.D.

The Reverend A. T. Love, B. A., was absent through unavoidable causes, and sent his regrets.

The Chairman read the official notice of the appointment of W. Peterson, Esq., M.A., LL.D., Principal of McGill University, to replace Sir William Dawson, C.M.G., LL.D., etc., resigned, and introduced Principal Peterson. He read also the following letter from Sir William Dawson, which the Secretary was directed to inscribe in the minutes :

293, UNIVERSITY STREET,

MONTREAL, February 19th, 1896.

DEAR DR. HENEKER,

I hope you will not think that my retiring from the Council of Public Instruction is due to my failure of zeal in the good cause our Committee represents.

I had in truth made up my mind sometime ago that I should retire in the interest of the work itself, and my experience at the last meeting so fully convinced me that I no longer possess the physical energy required, that I determined at once to carry out my intention.

With proper care, however, I still find myself as fit as ever to do a little daily work in my study and among my collections, so that I may hope to do something in a quiet way for the advancement of learning, and shall not lose any opportunity to further in any way in my power the good objects for which I have so long laboured in connection with the Committee.

I have no doubt also that you will find my successor, Dr. Peterson, a man in every way fitted by character, experience and learning, to advance the cause of education.

I may add that my chief regret in being obliged to retire is that I shall no longer have the pleasure of meeting from time to time with you and our colleagues of the Committee, in acting with whom I have found so much profitable stimulus as well as social enjoyment.

It is my earnest wish and prayer that the labours of the Committee may continue to be productive of much good to the cause of education in this province, and may meet with the hearty approbation and support of the Government, Legislature and people.

Sincerely yours,

(Signed)

J. Wm. DAWSON.

The following resolution was then read and carried upon motion of the Very Reverend Dean Norman, seconded by Dr. Hemming:

“That this committee welcomes with much cordiality Dr. Peterson, Principal of McGill University, on the occasion of his first taking his seat as a member of this body.

“His high position, his talents and energy, together with the distinguished reputation as an educator which he won for himself in the Mother Country, afford the strongest hope that he will prove a great acquisition to this Committee, and to the cause of education in this province.

“At the same time, the Committee wish to place on record their deep regret that they have lost the valuable services of Sir J. William Dawson. His high character, his great scientific attainments, (recognized by the world), his thorough knowledge of the educational needs of this province, of its past history, and of the struggles which have been gone through, and the difficulties which have been surmounted, to attain the present status. his unwearied devotion to education in its elementary and higher phases, render his resignation nothing less than a calamity. The Committee feels honored at having

had such a man as their colleague for a long period of time. The members beg to tender to Sir J. William Dawson a respectful farewell, and to express a sure hope that he will still take an interest in their proceedings, and that his valuable life may be prolonged to further the cause of education in this province."

The minutes of both sessions of the November meeting were read and confirmed.

The application of Mr. Traill Oman, M.A., for a diploma, was read, and after consideration it was moved by the Reverend Mr. Rexford, seconded by Mr. Masten, and carried, that an academy diploma be granted to Mr. Traill Oman upon his complying with the conditions prescribed in article 58 of the committee's regulations.

Mr. Thomas Townsend having submitted satisfactory evidence of his right to a first class academy diploma under regulation 56, on motion of Mr. Truell, seconded by the Lord Bishop of Quebec, the diploma was granted.

A letter was read from Mrs. Brouse, asking that she be allowed to teach in Compton Ladies' College upon her Ontario certificate until 1897, without prejudice to the claim of the institution for a grant. The Secretary was instructed to inform Mrs. Brouse that in view of previous action on the part of the committee, the nature of which has been communicated to the officers of the College, no assurance such as is asked for can be given, but that the matter will be considered on its merits under regulation 65.

The Secretary was instructed to examine the documents submitted by Miss O'Loane on the 27th of February, to give her such information as to their value as he should deem necessary, and to report at the May meeting.

The Secretary was instructed to secure the services of the deputy-examiners who acted for the Central Board last year, and to report at the May meeting; and also, in conference with the Inspector of superior schools, to arrange for deputy-examiners for the superior school examinations in June next, and to report at the same time.

The Central Board examination was fixed for Tuesday, the 23rd of June, and the four following days.

The interim report of the Inspector of superior schools was read, and the personal reference in regard to salary and travelling expenses was referred to a sub-committee consisting of the Quebec members, with Dean Norman as convener.

Moved by the Lord Bishop of Quebec, seconded by the Reverend Principal Shaw,

"That the Secretary advise the Commissioners of the several superior schools of the points in which improvement is deemed desirable and practicable, as may appear from the reports of the Inspector." Carried.

Dr. Heneker reported that, owing to absence from the province, he had been unable to prepare suggestions concerning the keeping and auditing of the accounts of secretary-treasurers of school boards. The matter was left in his hands for later action.

The sub-committee, appointed at last meeting to confer with the Normal School Committee and with a sub-committee of the Teachers' Association in regard to professional training for the teachers of elementary schools, reported that a conference had been held, and recommended that the Normal School be instructed to arrange its course of study, for the present, so as to receive for a portion of the year such persons as shall have passed a satisfactory examination before the Central Board, who shall then take a professional course along with the ordinary students of the Normal School, and upon receipt of a certificate from the Principal that they have completed their course to his satisfaction, they shall receive diplomas from the Central Board.

It was resolved that the report be received, adopted and referred back to the sub-committee, with instructions to confer with the Normal School Committee, and to report at the May meeting a detailed scheme concerning diplomas and training.

REPORT OF SUB-COMMITTEE ON TEXT-BOOKS.

The sub-committee beg leave to report that, in answer to their communications to the Educational Book Company, they have been informed that Inspector Hughes, of Toronto, has been engaged to revise the Canadian Readers, and that attention will be given to the special points set forth by the committee regarding spelling and punctuation.

So far the sub-committee have not been able to meet a representative of the firm ; but they will meet Mr. Hughes at an early date.

(Signed)

A. W. KNEELAND, Convener.

“

ELSON I. REXFORD.

“

G. L. MASTEN.

Moved by the Bishop of Quebec, seconded by Dr. Peterson, “That this Committee hears with regret that the text-book committee has not yet been able to complete arrangements with the Educational Book Company for the issue of a series of Quebec Readers, and that the text-book committee be instructed to procure at once, through the Educational Book Company, the publication of a series of readers for the province before the reopening of the schools in September next, or, failing this, to recommend some other series of readers.” Carried.

The report of the sub-committee on grants to elementary schools was submitted. It recommended:

1st.—That such sum be deducted from the gross sum now distributed to Protestant elementary schools as would make the total amount available for grants to poor municipalities equal to \$5,000 per annum, and that this sum be used for the assistance of the poorer Protestant schools of the province.

2nd.—That the sum of five thousand dollars be in like manner deducted from the general fund and be used (*a*) for bonuses to successful teachers, taking cognizance both of the quality of their work and the circumstances under which it is performed, and (*b*) for bonuses to municipalities which maintain schools in such a state of efficiency in regard to salaries and diplomas of teachers, buildings and apparatus, as to merit such special grants.

3rd.—That, with a view to carrying out the above proposals, the Legislative grant for elementary schools be, at the outset, divided between Roman Catholics and Protestants according to population, as in the case of the grant for superior education, and that the portion assigned to the Protestants be at the disposal of the Protestant Committee of the Council of Public Instruction with a view to distribution under plan above outlined.

4th.—That the joint committee on legislation take into consideration the proposal implied in the above, viz., that each committee of the Council of Public Instruction have discretionary power in the administration of its share of the elementary school fund with a view specially to strengthening the weaker schools, the whole of the above plan to be subject to regulations approved by the Lieutenant-Governor in Council.

Further details for working out the scheme were submitted in the report and were held over for consideration after the legislative action that is required.

Moved by Dr. Hemming, seconded by Dr. Shaw, "That the committee, while approving of the principles set forth in the report of the sub-committee, think it advisable, before the adoption thereof, that the committee should receive full power from the Legislature to distribute the common school fund coming to the schools under their jurisdiction as they may think advisable, subject of course to the sanction of the Lieutenant-Governor in Council." Carried.

Moved by Dr. Hemming, seconded by Dr. Shaw, "That the sub-committee on legislation be instructed to endeavor to have the law that refers to the distribution of the common school fund by the Superintendent so changed that, instead of it being distributed according to the respective population of the different municipalities, the Superintendent be required to distribute the same in accordance with the recommendation of the committee of the Council of Public Instruction that may have the control of the schools interested.

Dr. Heneker reported progress for the sub-committee on legislation and stated the sub-committee had been in session for three days with the members of the Roman Catholic sub-committee. The work had been considerably advanced. It had been agreed to meet again in April to complete the work, if possible. Some important questions had arisen, a part of which the Roman Catholic members wished to submit to their committee before final action.

The sub-committee expected to be in a position to report in May, and was continued.

FINANCIAL STATEMENT PROTESTANT COMMITTEE.

1895. RECEIPTS.

Nov. 27.—Balance in hand.....	\$3,338 78
Special deposit for prize book fund.....	700 00
	<hr/>
	\$4,038 78

1895. EXPENDITURE.

Nov. 30.—Inspector of Superior Schools, salary.....	\$ 125 00
Salary of Secretary.....	62 50

1896.

Jan. 9.—Inspector Hewton, Institute expenses.....	40 00
“ Parker “ “	40 00
Feb. 4.—“ of Superior Schools, on travelling	} 150 00
expenses for the current year.	
“ of Superior Schools, Institute	
expenses.....	
“ Forwarding examination papers	
by mail.....	49 23
“ Express	6 20
“ Special attendance on sub-com-	} 30 00
mittee meetings in Montreal..	
“ 28.—Cash on hand as per pass book.....	3,495 85
	<hr/>
	\$4,038 78

Contingent debit balance.....	\$1,569 79
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Examined and found correct.

R. W. H.

The report of the sessional examinations of McGill Normal School, with a copy of the examination questions, was laid on the table.

The Secretary read a report to show the position of business that had arisen in previous meetings. He announced that the Government had ordered the payment of arrears due Inspector McOuat, to bring his salary to the amount of one thousand dollars per annum from the date of his appointment.

There being no further business, the meeting adjourned till May the 20th.

GEO. W. PARMELEE,
Secretary.

NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, by order in council dated the 9th of December, 1895, to appoint Aaron Luther Gilman, of Cowansville, inspector of Protestant schools for the counties of Ottawa and Pontiac.

Jan. 3rd, 1896.—To appoint Mr. Frederick England, school commissioner for the municipality of the village of Knowlton, county of Brome, in place of Mr. John J. Williams, who has left the municipality.

Jan. 4th.—To appoint Mr. John McFarlane, school commissioner for the municipality of "Upper Litchfield," county of Pontiac, to replace Dr. Robert H. Klock, who has left the limits of the municipality.

Jan. 15th.—To make the following appointments, to wit:

School commissioners.

County of Kamouraska, Saint Louis.—The Revd. N. H. Leclerc, priest, and Mr. Xavier Landry, the former to replace the late Napoléon Lapointe, and the latter to replace Mr. Horace Dumais, absent.

County of Kamouraska, Saint Philippe de Néri.—Mr. Théodore Jean, to replace Mr. Pierre Dionne, deceased.

Jan. 16th.—1st. To detach from the municipality of Saint Canut No. 1, county of Two Mountains, the cadastral lots Nos. 144, 145, 146, 147, 148, 149 and 150, and to annex them, for school purposes, to the municipality of Sainte Monique, same county.

2nd. To detach from the municipality of Saint Colomban, county of Two Mountains, the cadastral lots Nos. 7, 8, 9, 10, 11, 12, 13, 14, 15, 16 and 17, and to annex them, for school purposes, to the municipality of Saint Canut No. 1, in the same county.

These annexations to take effect on the 1st of July, 1896.

Jan. 25th.—To appoint Mr. Emile Morin, school commissioner for the municipality of Saint Maurice, county of Champlain, to replace Mr. Maxime Dugas, who has left the locality.

Feb. 4th.—To appoint Mr. Elzéar Lanouette, school commissioner for the municipality of the "village" of Sainte Anne de la Pérade, county of Champlain, to replace Mr. Honoré Godin, absent.

Feb. 22nd.—To appoint Mr. Joseph O. Kelley, school commissioner for the municipality of Huntingdon, in the county of Huntingdon, to replace Mr. John A. Cameron, absent.

Feb. 26th.—To detach from the school municipality of the town of Longueuil, county of Chambly, the following lots of the official cadastre of the parish of Saint Antoine de Longueuil, in the said county, to wit: Nos. 154, 155, 156, 157, 158, 159 and 160, and to erect them into a distinct school municipality, for Roman Catholics only, by the name of "Saint Jean Baptiste de Montréal Sud", county of Chambly.

This erection to take effect on the first of July next, 1896.

THE PROTESTANT CENTRAL BOARD OF EXAMINERS.

THE DEPARTMENT OF PUBLIC INSTRUCTION,

QUEBEC, 10th March, 1896.

The next examination of candidates for teachers' diplomas will open Tuesday, 23rd of June, 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.....	Inspector Gilman.....	Academy.
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.....	G. F. Calder.....	Academy.
7. Montreal.....	.....	High School.
8. New Carlisle.....	W. M. Sheppard.....	Court House.
9. Quebec.....	.....	High School.
10. Richmond.....	Inspector Hewton.....	St. Francis College.
11. Shawville.....	Rev. W. H. Naylor....	Academy.
12. Sherbrooke.....	Rev. Wm. Shearer.....	Boys' 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 in fifteen days, 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 8th 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 in June 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 legibly and in full ; 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 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 unless you have already sent a certificate when applying for another diploma. In such a case refer to the year in which the certificate was sent, or mention the date of your diploma. An extract from the register of baptism, or, when 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 1896 are eligible for examination in June 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 thelast 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 occur 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. Those who failed last year to receive any diploma are exempt from fees this year, but must send the usual application and certificate of character. Those who received a third class elementary diploma are not exempt.

Upon receipt of the application with certificates and fees, the Secretary will mail a card of admission to the examination 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. A new card must be obtained each year by candidates.

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

Any candidate who wishes exemptions on account of his actual or prospective standing in the A. A. examinations should, if possible, give at the end of his application the number under which he wrote. *If exemptions are not asked for they cannot be given.* A certified list of exemptions will be sent to each deputy examiner, and if the results of the A. A. examinations are received in time, to each candidate who is entitled to exemptions. See regulation 41 in the new edition of the Manual of School Law.

Send fees by post office order if possible. When several candidates can conveniently do so, they should send their fees in one order, and the applications, &c., in one envelope, for the sake of safety and economy.

If no answer is received to application within a week, write for explanations. *First-class diplomas* under regulation 37 are granted in July only.

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.	{ Gramniar 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 syllabus of examination, copies of which may be obtained from the Secretary.

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THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC.

No. 3.

MARCH, 1896.

VOL. XVI.

Articles : Original and Selected.

CALISTHENIC EXERCISES.

BY KATE E. COLE, St. HYACINTHE.

At the request of our friend and helper, Dr. Harper, I have essayed to describe the calisthenic exercises gone through daily by my pupils, and hope that they may be of service to my fellow teachers, who, I believe, understand how conducive to health, grace of motion, and obedience, physical exercises are.

To the teacher they are of inestimable value as a means of securing ready obedience; to the pupil in teaching him to have proper control of his muscles and in preventing him from adopting incorrect postures. When I first entered the field I felt the need of some simple calisthenic exercises, for my pupils, which might be used in our school-room by both sexes together.

I began with a few simple arm exercises and then set to work to devise more, having recommended my pupils to notice and remember graceful movements, wherever they might chance to see them. At the end of two months we had quite a number of exercises, and these were performed daily by the pupils, who, with a very few exceptions, took pleasure in going through them.

I believe that if a teacher insists on these simple exercises being gone through correctly and energetically, their beneficial effect will soon be apparent. For music any simple march played in correct time will answer the purpose.

Body to be kept erect, head well back, heels together, toes pointing outwards. Fore-arm bent so that middle finger may touch shoulder.

1ST EXERCISE.—1st movement. Thrust left arm out at side in a horizontal line and draw back to former position (4 times.)

2nd movement. Same with right arm (4 times).

3rd movement. Thrust them out alternately, one going out while the other is coming in (4 times).

4th movement. Thrust them out together (4 times.)

5th movement. Thrust left arm out in front of the body in a horizontal line, then bring back to position held at first (4 times).

6th movement. Same, with right arm (4 times).

7th movement. Alternately, as described in side alternate movement (4 times).

8th movement. Thrust out both arms in a horizontal line in front (4 times).

9th movement. Thrust left arm down in straight line at side (4 times).

10th movement. Same, with right arm (4 times).

11th movement. Thrust them down alternately one being lowered while the other is raised (4 times.)

12th movement. Thrust both arms down together and bring back to former position (4 times).

13th movement. Thrust both arms up above the head and bring back to former position, at the same time rising on the toes each time the arms are raised, and lowering heels to floor each time the arms are lowered (8 times). Be careful in this exercise to keep the head perfectly erect.

Wherever alternate movements come in, as in 3, 7, 11, care must be taken on the fourth beat to keep the left arm still.

2ND EXERCISE.—1st movement. Charge to left-front corner of the room, keeping right foot in place but stepping out with left foot, bending both knees and pointing to the upper left corner of the room with left fist tightly closed, care being taken to have arm perfectly straight (4 times.)

2nd movement. Charge to right-front corner of the room,

dashing out with right foot, pointing with tightly closed fist to upper right-front corner of the room (4 times).

3rd movement. Charge to left-back corner of the room, using right foot, arm and hand as in first movement (4 times).

4th movement. Charge to right-back corner of the room, using left foot, arm and hand as in second movement.

5th movement. Charge alternately to left-front, right-front, left-back, right-back (twice). Be careful in this exercise to place heels together each time, on coming back to position.

3RD EXERCISE.—1st movement. Move head alternately to left-back, right, up. Reverse movement right, back, left, up. Again left, back, right, up. Reverse movement right, back, left, up. Care must be taken in this exercise to allow the head to drop—when raised, as indicated by the word “up,” see that it is perfectly erect. In this exercise hands should be clasped behind.

4TH EXERCISE.—1st movement. Charge to left-front with left foot as in exercise 2 (4 times). Hands clasped as in exercise 3.

2nd movement. Charge to right-front with right foot (4 times).

3rd movement. Charge to left-back with left foot (4 times).

4th movement. Charge to right-back corner of room with right foot (4 times).

5th movement. Same movement performed alternately to left-front, right-front, left-back, right-back, just as in second exercise except that arms are quiet (twice).

5TH EXERCISE.—Arms hanging carelessly at sides.

1st movement. Swing left arm up from side till somewhat higher than shoulder, hand open.

2nd movement. Raise right hand in same way, at same time lowering left arm and bending body sufficiently to keep two arms in a straight line with each other, always looking at the hand that is up (8 times).

6TH EXERCISE.—1st movement. Step out with left foot, without bending the knee, care being taken to keep the toe well pointed and heel high off floor (4 times).

2nd movement. Step out in like manner with the right foot (4 times).

3rd movement. Step first to left with left foot, then to

right with right foot, performing this exercise alternately (8 times).

7TH EXERCISE.—Arms in position used at the commencement.

1st movement. Twist the hands and fore-arms inwards and thrust down to sides, twist them outwards and back to position (4 times).

2nd movement. The same muscular movement, this time thrusting them out in front of the body (4 times).

3rd movement. Same as before, this time thrusting them down at sides.

4th movement. Twisting arms as before, this time thrusting them above the head (4 times).

5th movement. Same exercises alternately, 1st out to sides, 2nd out to front, 3rd down to sides, 4th up above the head (twice.)

This exercise is particularly for the muscles, therefore care should be taken that the muscles do the work, otherwise the end in view will not be reached.

8TH EXERCISE.—Hands clasped behind.

1st movement. Rise on tips of toes.

2nd movement. Stand firmly on the foot. Repeat first and second movements alternately (8 times.)

9TH EXERCISE—Hands hanging at sides.

1st movement. Raise them till arms form one straight horizontal line out at sides, hands falling as if lifeless towards front. Shake hands from wrist, so as to imitate the flight of a bird (16 times).

2nd movement. Same movement with arms parallel in front, hands towards each other (16 times).

3rd movement. Arms down at sides, hands moving towards and from the floor (16 times).

4th movement. Arms raised parallel to each other at sides of head, hands shaking towards each other (16 times).

5th movement. One shake of hands each way, that is changing position of arms, out to sides, out to front, down, up (4 times).

10TH EXERCISE.—Hands clasped behind.

1st movement. Let head drop lifelessly to left and right alternately (4 times).

2nd movement. Let head drop as if lifeless to front and back (4 times).

3rd movement. Let head drop left, back, right and up, then right, back, left, up (twice).

11TH EXERCISE.—Arms hanging at sides.

1st movement. Charge to left-front corner of the room as in exercise 2, at the same time making a graceful curve with the left arm until the middle finger touches the top of the head, then back to erect position, making outward curve with the arm until it is back, hanging at side (4 times).

2nd movement. Charge to right-front, making a graceful curve with the right arm until middle finger touches the top of head, and back to erect position (4 times).

3rd movement. Charge to left-back corner of the room, forming curve with left arm as in first movement (4 times).

4th movement. Charge to right-back corner of the room, forming curve with right arm as in second movement (4 times).

5th movement. Same alternately, left-front, right-front, left-back, right-back (4 times).

12TH EXERCISE.—Hands on hips. Bow gracefully forward, bending at the waist (8 times).

13TH EXERCISE.—Arms hanging at sides.

1st movement. With middle finger of left hand touch alternately top of head, shoulder, hip, knee (4 times).

2nd movement. With middle finger of right hand touch alternately top of head, shoulder, hip, knee (4 times).

3rd movement. Same alternately, touching top of head first with left hand, then right, same shoulder, hip and knee (twice).

4th movement. Both hands working together touching top of head, shoulders, hips and knees (4 times).

14TH EXERCISE.—Hands clasped behind.

1st movement. Step out with left foot, toe well pointed, until left foot is directly in front of right (4 times).

2nd movement. Step out in like manner with right foot, placing it directly in front of left (4 times).

3rd movement. Repeat alternately with left and right (4 times).

15TH EXERCISE.—Arms hanging at sides.

1st movement. Raise arms till they form one horizontal straight line.

2nd movement. Raise them till hands are parallel over head and backs of hands almost touching.

3rd movement. Lower arms to position of the second movement.

4th movement. Drop arms at sides. Repeat movements 1, 2, 3, 4 alternately (4 times).

16TH EXERCISE.—Hands clasped behind. Glance to left, then to right, without lowering the chin (8 times).

17TH EXERCISE.—Arms hanging at sides. Raise arms, move them towards each other till palms of hands are almost touching, then draw them apart till arms form a horizontal straight line (8 times).

18TH EXERCISE.—Arms hanging at sides.

1st movement. Move hands towards each other till they are almost touching, without raising the arms, then back to sides.

2nd movement. Raise arms and move them towards each other till hands are parallel, palms towards each other in front of the chest.

3rd movement. Raise arms till hands are parallel, palms towards each other above the head, then back to sides. Repeat these three movements alternately (4 times).

19TH EXERCISE —Hands on hips.

1st movement. With feet as pivot turn the body until the face is turned to the left wall of the room.

2nd movement. In same way with one movement turn till facing the back of the room.

3rd movement. With one movement turn till facing the right wall of the room.

4th movement. With one movement turn till facing front of room, that is, to be in position at starting. Repeat movements 1, 2, 3, 4 (twice). Reverse the direction of movement, lest it should have a tendency to cause dizziness.

5th movement. Face right wall of the room.

6th movement. Face back of the room.

7th movement. Face left wall of the room.

8th movement. Face front of the room. Repeat movements 5, 6, 7, 8 (twice).

20TH EXERCISE.—Arms hanging at sides.

1st movement. Raise arms, clapping hands above the head.

2nd movement. Drop arms down to sides. Repeat movements 1, 2 (8 times). Be careful in this existence or to bend the arms.

21ST EXERCISE.—Arms hanging at sides.

1st movement. Charge to left-front corner of the room, at the same time making a graceful curve with the left arm until the fingers of the left hand lightly touch the lips. Step back to position, at the same time gracefully moving the arm and hand outwards and slightly upwards (4 times).

2nd movement. Charge to the right-front corner of the room, making like motion to that described in first movement with right hand (4 times).

3rd movement. Charge to left-back corner of the room, repeating motion with left hand (4 times).

4th movement. Charge to right-back corner of the room, repeating motion with right hand (4 times).

5th movement. Charge alternately to left-front, right-front, left-back, right-back, each time making motion with left and right hands alternately as if kissing hand to a person in each corner (twice). Be careful in all charging exercises to look in the direction towards which charge is made.

22ND EXERCISE.—Arms hanging at sides.

1st movement. Raise and curve left arm until the middle finger of the left hand touches the top of the head (4 times).

2nd movement. Raise and curve right arm until the middle finger of the right hand touches the top of head (4 times).

3rd movement. Repeat this movement of left and right arm alternately (4 times).

4th movement. Same as third movement, except that whereas in third movement the motions succeeded each other, they now take place at the same time—right arm being raised whilst the left is being lowered (4 times).

5th movement. Same motion, with both arms being raised and lowered simultaneously (4 times). In this exercise great care must be taken to have graceful curves.

23RD EXERCISE.—Hands on hips. Make a smiling bow to front without bending the body (8 times).

24TH EXERCISE.—1st movement. Placing the fore-arms in front of the chest, perform an in-and-out movement, the fore-arms passing alternately over and under each other (16 times).

2nd movement. Repeat the same movement with the hands above the head.

25TH EXERCISE.—Arms hanging at sides.

1st movement. Charge to left-front as in the second exercise, at the same time throwing up the arms so that hands are parallel above the head (4 times).

2nd movement. Charge to right-front, repeating motion with arms (4 times).

3rd movement. Charge to left-back, repeating motion with the arms (4 times).

4th movement. Charge to right-back, repeating motion with the arms (4 times).

5th movement. Charge alternately to left-front, right-front, left-back, right-back, each time repeating motion of movements 1, 2, 3, 4 with the arms (twice).

26TH EXERCISE.—Arms hanging at sides.

1st movement. Swing arms up to the chest, at the same time crossing them till left hand touches right shoulder and right hand left shoulder.

2nd movement. Drop arms to sides. Repeat these two motions (8 times).

27TH EXERCISE.—Hands on hips.

1st movement. Jump from the floor, at the same time crossing left foot over right.

2nd movement. With feet crossed drop back to floor, body let drop, knees bent.

3rd movement. Jump from the floor, this time crossing right foot over the left.

4th movement. Drop to floor in descending, lowering the body as much as possible. Repeat movements 1, 2, 3, 4 (8 times).

28TH EXERCISE.—1st movement. Stretch arms out at sides in a horizontal line, open and shut hands to music (8 times).

2nd movement. With arms stretched out to front, open and shut hands, keeping time with the music (8 times).

3rd movement. With arms stretched down at sides, open and shut hands, keeping time with music (8 times).

4th movement. With arms stretched above the head, open and shut hands as before (8 times).

29TH EXERCISE.—Hands clasped behind.

1st movement. Take three steps forward, commencing with the left foot, and on the fourth beat of the music give the right foot a little graceful swing forward.

2nd movement. Take four steps backward, beginning with the right foot.

3rd movement. Again take three steps forward, this time beginning with the right foot, and on the fourth beat swinging the left gracefully forward.

4th movement. Take four steps backward to position maintained at first, starting back with the left foot. Repeat movements 1, 2, 3, 4 (twice).

30TH EXERCISE.—1st movement. Stretch hands above the head and with one movement touch the toes.

2nd movement. Raise arms till again above the head. Repeat these two motions (8 times).

31ST EXERCISE.—Swing two arms, as a brakeman does, allowing the hands to touch when in front. Be careful not to bent arms at elbows in this exercise (8 times).

32ND EXERCISE.—Arms hanging at sides.

1st movement. Salute with left hand. This is done by gracefully bending left arm till left hand almost touches forehead, at the same time slightly inclining the body and head (8 times).

2nd movement. Salute with right hand in like manner as described in first movement (8 times).

(To be continued.)

Editorial Notes and Comments.

COMMENTING on a new law which has just been enacted in Pennsylvania, one of our exchanges warmly congratulates that state on the new legislation, and remarks that it is a law that ought to be found on the statute books of every other state. The enactment referred to provides for the maintenance of parents by their children. Our fellow-journal adds that "the authority of the state is properly invoked to compel unfilial children to care for their parents. The new law says that if any male child of full age, within the limits of this commonwealth, has neglected or hereafter, without reasonable cause, shall neglect to maintain his parents not able to work to maintain themselves, he shall be brought before a magistrate and bound over with sufficient surety to appear at the next court of quarter sessions, there to answer the charge of not supporting his parent or parents." We, in the Province of Quebec, have long had such a law. There is an article of the Civil Code of Lower Canada which says that "children are bound to maintain their father, mother and other ascendants, who are in

want." It will be seen that our article goes farther than does the new law of Pennsylvania, in that it provides for the grand-parents, unless, indeed, the "parent or parents" of the latter includes the grand-parents.

—A CONTRIBUTOR to the *Popular Educator*, who evidently does not believe in kindergarten and similar systems of child-education, says, in a recent number of that journal, that he heard lately "a finely ironical comment upon the kindergarten, the whittling in wood, and the paper-snipping craze which is the distinguishing characteristic of the New Education." It came about in this way. A professor of literature had just been giving the "elementary" teachers of the district an excellent lecture on Arnold of Rugby, and one of the aforesaid "elementary" ones, was put up to move a vote of thanks. He said that he had listened with extreme interest to the lecture, and although he had always revered Arnold as a great man and a great teacher, yet there had been many new lights thrown on his remarkable influence over boys by the lecturer that night; what he, the speaker, "failed to entirely understand was how Arnold could have achieved all he did, *seeing that he had never been taught paper-cutting.*"

—MOST of us have, no doubt, found out by experience, that self-satisfaction is responsible for a great deal of the backwardness to be noticed in the affairs of this world. Our old friend, the *School Journal*, has a grievance which it has taken occasion to air in the following paragraph. We do not feel competent to estimate here the amount of truth contained in the *Journal's* plaint.

"The most hopeless dead weight upon the profession of teaching is the satisfied person who has taught the same grade for a number of years, and knows all about it. She has no use for an educational paper and is bravely independent of teachers' meetings and summer schools. She will give the next class exactly the same dose that she is giving this, just as she is giving this one the same dose she gave the last, and the one before, and the one before that. This is the last refinement of the process for which graded systems seem to be made. And yet we must have graded systems! Even the system is uneasily conscious of the mischief wrought by this extreme result of its own organization, and helplessly bemoans the fact that these fossil teachers cannot be got rid of. If they cannot be got rid of, at least the system

can shake them up once in a while by changing their grades. A teacher of this stamp, placed in a new grade, would be compelled to collect a new supply of ideas, suggestions, and devices. This would occupy her for perhaps a year, and during that period she would consult educational books and papers and attend teachers' meetings. At the end of that time, the system should find pressing need of her services in some other part of its economy. Perhaps she would learn to teach, in time. Who knows?"

—IN this little note taken from an exchange, we think we see the old, old question of the distinction between use and abuse. "We are sometimes enjoined never to tell a child anything that he can find out for himself. Taken as a rhetorical mode of emphasizing discovery of first hand knowledge, the precept is well enough, but as a rule to be strictly followed it is both absurd and impossible."

A GREAT deal is said, from time to time, about the need of careful and thorough ventilation of the school-room, and the RECORD has more than once emphasized the importance of this item of school management. We say school management advisedly, for we believe it to be one of the sacred duties of the teacher to see that, as far as possible, the classes be carried on in a breathable atmosphere.

To convince himself of the effect which the united breath of a class of children has on a room, the teacher has only to leave it and return after a short time spent in the outer air. The shock to his breathing organs produced by the "stiffness" of the school-room will be a striking lesson. If the room be not properly ventilated, the teacher will be, or ought to be, convinced of the responsibility which lies with him in subjecting a class of pupils to the vile air which so shocks him after he has taken a breath of the purer outside air. We have taken the liberty of translating from *Le Canada Français*, a few remarks which that paper makes on this subject. Under the heading "Let us Open the Windows," it says:

"To how many the idea of an open window causes a shiver, to how many more comes the thought of a draught as the equivalent of certain death; how often we find double windows, double doors, weather-strips at every chink and opening,—a complete system of fortifications against the assaults of the outer air! These habits, which have their origin in indolence, in the physical dread of exposing

one's tender skin to the slightest cold breath, are extremely pernicious. Twice as many persons become ill by living in an atmosphere insufficiently renewed as by exposure to the dreaded draught. The air in an occupied room will become incapable of sustaining life if it is not renewed: it becomes exhausted, losing its active constituent, oxygen, which is replaced by carbonic acid gas. Scientific men have, by numerous experiments, shown the necessity of renewing the air of living apartments. And I should like here, without wishing to hurt any one's feelings, to make an appeal to the teachers of our country schools. They may notice that at the opening of school, the children appear with fresh and rosy countenances; before a fortnight has passed the colour has vanished, their faces have become pale. What has happened? For six hours a day, these children have lived in a class room, huddled together, exchanging the poison from one another's lungs. And notice that this takes place even in spacious rooms, where each pupil has the cubic measure of air required to prevent the exhaustion of the oxygen. What must we expect when the room contains twice the number of pupils it was meant to hold? Do you wonder that the children become pale and sickly?..... At the conclusion of the class, let us open the windows and leave them open for an hour or more. The closeness will disappear, and teachers and pupils will be spared the frequent indispositions, brought on by living in an atmosphere which is unfit to breathe. Let us open the windows and get rid of this lung poison, that we are constantly distilling at each outward breath, and to breathe which again is, in very truth, to commit suicide." In reproducing the above, we do not wish to be understood to advocate the exposing of children to actual draughts while at their seats in the class room. But we think that every opportunity should be seized of airing the room during the pupils' absence from it, and every precaution taken to give the children as pure air as is obtainable. It will be for their good, physically and mentally.

Current Events.

—THE grounds and buildings, together with their equipment, of McGill University are valued at a sum very nearly equal to a million and a half of dollars. To this large amount Mr. W. C. McDonald, of Montreal, whose name is

prominent in the list of McGill's benefactors, has just added six hundred and fifty thousand dollars. This last donation is to be devoted to the erection of a new building for the departments of chemistry, mining and architecture. It is expected that ground will be broken this year, and that the new department will be ready in time for the opening of the College in October of next year.

—BY THE last annual report of the Corporation of McGill University, the total number of students in attendance in all the faculties is given as 1,241. The number of students availing themselves of the six years' course of arts and medicine is given as 16, a number which does not seem to us large enough to justify the weakening of the B. A. degree—none too strong, as it is—that must ensue from the granting of it to students who have not spent the regular four years in academic studies.

—THOSE of our readers who have followed what is known as the Bathurst School Case, may be interested in knowing that Judge Barker, of the Equity Court of New Brunswick, has recently given a decision in favour of the Bathurst school trustees and against the plaintiffs. The plaintiffs were Protestants who objected to the schools as being sectarian. The Court decided that the schools, as conducted under the authority of the trustees, are not sectarian, and that, if the rate-payers cannot send their children to them, it is their misfortune, and not the fault of the law.

—THE *Educational Review*, of St. John, N. B., says:—Last month was announced the gift of Asa Dow to the University of New Brunswick. This month we have to congratulate Mt. Allison University on the splendid gift of \$100,000 left by the late Mr. Massey, of Toronto. Where will the bequest fall next month?

—PROF. Arnold Tompkins, of the University of Illinois, is urging a new departure, in the admission to the university of students from the high schools of the state. The proposition in brief is that the university shall accept those whom the high schools send with the certificate from the principal of the high school and superintendent of the schools that they have done the preparatory work required by the University course, and are able to begin the work prescribed for university students in the department they seek to enter.

—IN Russia a project is on foot for fixing a maximum to

the number of students allowed at each University. At Moscow, the number has risen during the last thirty-five years from 1,600 to 3,500, and, if the rate of increase be maintained, the students will presently form an unwieldy, not to say dangerous, body. At St. Petersburg the number is 3,000, whilst the smaller provincial Universities, such as Kasan, are comparatively deserted. It is pointed out that great hardship would be involved if poor students in districts where the local institution was full had to seek instruction in remote quarters; moreover, it would be injurious if professors of rare eminence were not able to attract unusually large audiences. At Odessa, it has been proposed to found a special University for women. Noteworthy is the method by which the originator of the scheme suggests that the necessary funds might be raised. A tax of from one to two roubles could be imposed on every girl attending a high school; to the capital so procured voluntary contributions would be added. There is a possibility that the idea will be realized in the course of the next academic year.

—THE position of primary inspector is much coveted by French teachers; it is, in effect, their *bâton de maréchal*. For long, however, the nature of the examinations has been such as to exclude them, great as their experience and administrative capacity may be, from the office which is the object of their legitimate ambition. A suggestion is now made that a little less book-learning and a little more practical knowledge should be insisted on, and that the old and wise regulation of 1845 should be revived, which reserved one-third of the inspectorships for primary teachers.

—A MOVEMENT has been started in Egypt for improving the education of Egyptian girls. A small elementary Government school will be opened shortly at Cairo, where Egyptian girls will have new and all too rare opportunities of obtaining a good education. It has been decided to place an English teacher at the head of the school, and the appointment has just been made. The successful candidate, Miss Alice Forbes, was educated partly in France, received her professional training at the Cambridge Teachers' College, and was for some years a successful teacher in an excellent girls' school at Port Elizabeth, South Africa. The connexion which at present exists between England and Egypt should be an additional reason why English-women

and English teachers should watch with interest the movement to improve Egyptian-women—a movement which is all the more significant because it is not started by foreigners, but by the Government of the country. Self-reform is after all the only permanent reform, and English-women will doubtless hope that this new venture will prove a great and permanent success.

—THE British National Association for the Promotion of Secondary and Technical Education has done excellent work to advance the cause with which it is identified, and the eighth annual report is a substantial pamphlet recording substantial progress. The following figures, dealing with the increase of permanent landmarks, are interesting. There are now thirty-nine schools or institutions which have been transferred to the local authority for municipal management. Ninety-four technical schools, seventy of which involve an expenditure of £952,000, have been built or are in course of erection. With regard to scholarships, in the year 1894-5 thirty-nine Councils contributed about £55,000 towards the supply of teaching, while forty Councils provided 1881 scholarships, of the total value of £24,000.

—AN educational journal says that in more than one part of Scotland there is an excess of money available in the form of bursaries for promoting secondary education. In most parts of Scotland, teachers' salaries are by no means as large as they ought to be. These two facts may be commended to the careful consideration of those in authority. The bursary system is being overdone. Eminent authorities object to giving bursaries for the purpose of drawing the best boys of the parish schools into centres, arguing that while the bulk of the secondary education grants are fitly given to secondary schools, something should be done to maintain the old parochial ideal of Scotland, which aimed at making every parish school a nursery for the University; and they strongly object to the high-handed way in which some Boards are crushing out opposition to the selected centres of secondary education. On the other hand, it may be argued that secondary education will never be in a satisfactory state till the secondary schools are strong, and that the proper business of the ordinary public school is to supply elementary and higher grade—which is not secondary—education, and that, in carrying on this business, they

should be supported by the ordinary education grants. Advanced education in Scotland needs money, and it needs the support of enlightened and generous public sentiment—a sentiment that would make impossible such cases as we had two of the other day. In one case, a post that had been worth £600 per annum was advertised at £300 for the first year; in the other, a post that had been worth £550 was advertised at £400. Comment does not seem to be necessary.

—IN a recent number of *Our Dumb Animals*, Geo. T. Angell says: “We see that students at Union College have been committing a lot of burglaries in Schenectady, N. Y. Well—go on with your *scientific* education. Don’t care a straw for humane education—that is of no consequence. By-and-by you will have lots of college students and graduates committing worse crimes than burglary. Go on teaching in the lower schools boys and girls to cut up cats. By-and-by you will have *plenty of railroad trains thrown off the track and lots of incendiary fires.*”

Mr. Angell makes a strong and stubborn fight against all forms of cruelty. In the above he refers especially to *vivisection*, which, it would seem, is used as a means of instruction in some of the schools across the border.

—AT a late meeting of the Toronto School Board, Dr. (Mrs.) Gullen victoriously led the opposition to the following recommendation of the managing committee, which had been referred back at a previous meeting: “That henceforth, whenever a vacancy shall occur in the principalship of any of our schools containing eight or more class rooms, the same shall be filled by a male teacher holding a first-class certificate, and having at least five years’ experience in teaching.” Mrs. Gullen moved that the clause be struck out, maintaining, with the arguments she has frequently urged, that brute strength did not make the male any better as a principal, and that female teachers were as capable of performing the duties of the office as men. Another point was that the resolution excluded many capable teachers who do not possess first-class certificates. The matter was debated and Mrs. Gullen’s motion carried in committee of the whole.

Practical Hints.

The time for the teacher to dip into politics is fast approaching. The Dominion Parliament dies a natural death on the twenty-fourth of April. The elections will follow probably in May or in June, and every pupil's father and big brother will be wild with excitement. The small boy will cheer the candidates for the sake, principally, of making a noise and, incidentally, of showing his filial piety and fraternal loyalty. Even the girls will wonder what it's all about. The teacher should take advantage of all the enthusiasm that runs to waste from the unfranchised and juvenile mind. Every boy and every girl ought to have clear, even if elementary, notions of the functions and the methods of government under our democratic forms.

Let the teacher first inform himself as to the significance of such words as cabinet, premier, government, executive council, departments, portfolio, opposition, ministerialist, governor-general-in-council, order-in-council, bill, common, senate, parliament, etc.

Let him have or get a clear conception of the procedure to be followed after the general elections if the Conservatives come back with a majority, with a minority; if after the meeting of the House of Commons, the Conservative, or Liberal, majority should become a minority. In short, the teacher should understand the methods of government thoroughly, and should then explain and exemplify them to the pupils at a time when a lasting impression will be made.

Of course, we suppose that every teacher has the common sense to avoid discussing in the class any question of pure party politics or expressing a preference for any party policy.

If he cannot dip into politics, as we have already expressed it, he can make use of political excitement to give his lessons effect.

If the teacher doubts his own ability to give instruction in this subject, he should purchase Bourinot's *How Canada is Governed*, published by Copp, Clark & Co., Toronto. It can be had from any bookseller, at one dollar a copy. Every teacher should have it.

ARBOR DAY.

ARBOR DAY comes this year on the 4th of May for the Western, and on the 11th for the Eastern part of the Province. The Superintendent has issued a circular to the School Boards of the Province, urging them to make provision for the planting of trees in each School District.

We believe the teacher's co-operation is essential to the success of any undertaking that has to do with school children.

Wherever Arbor Day is understood simply to be a holiday, it is of no value at all. If the teacher cannot arrange for the planting of trees, let him make use of Arbor Day for special exercises of an educational value in the direction of forming an appreciation of the value of our forests as a source of wealth, as affecting climate and water-ways, as beautifying the landscape.

“Plant trees for beauty, for pleasure, and for health ;
Plant trees for shelter, for fruitage, and for wealth.”

ARBOR DAY ARITHMETIC STATISTICS AND HINTS.

There is an annual wage list of over thirty million dollars in the industries in Canada that depend for their existence upon the wood supply.

How many families will that sum support at four hundred dollars a year ?

How many persons, reckoning six to a family ?

There are about 19,000 miles of railway track in Canada.

At 3,000 ties to the mile, how many are in use? Assuming the life of a tie to be seven years, how many are needed annually for renewals ?

530,000 acres a year are required to renew the ties. How many ties does each acre produce ?

In 1890-91 Canada exported \$27,707,547 worth of wood articles. How many dollars per head of population did that bring into Canada ?

The lumber carried by railways makes nearly one-fifth of the total freight carried ; by canals, two-fifths ; by ships, nearly one-fourth.

The leather tanning industry, the match industry, the agricultural implement industry, the pulp industry, depend entirely or largely upon our forest productions. Mention others.

The Province of Quebec has about 115,000 square miles of forest. Is it worth saving ? The farmer takes his ordinary harvest off the fields in the autumn and sows seed again in the spring. He takes of the forest harvest which has been growing for thirty years, but does not provide for a future harvest. Is this reasonable ?

Have your pupils make up list of the principal varieties of trees.

The natural wealth of Canada consists of her farms, her forests, her fisheries and her mines.

Give fools their gold and knaves their power ;
Let fortune's bubbles rise and fall ;
Who sows a field, or trains a flower,
Or plants a tree, is more than all.

For he who blesses most is blest ;
 And God and man shall own his worth,
 Who toils to leave as his bequest,
 And added beauty to the earth.—*Whittier.*

Read to the pupils or have them learn such verses as those above, Bryant's Forest Hymn, the first seven lines of Evangeline, Woodman Spare That Tree, and other of a similar character.

These hints are hurriedly thrown together. The live, energetic teacher can amplify the thought, and make a successful Arbor Day from the material given here. How many will try it?

SOME PROBLEMS WITH THE NINE DIGITS.

1. Find their sum.
2. Find the difference between the sum of all and the last three numbers.
3. Find the product by multiplying together every other number, beginning with one.
4. The same, beginning with two.
5. Find the difference between the two products in 3 and 4, and multiply it by their sum.
6. Find the product of all the numbers multiplied together.
7. Divide this product by their sum.
8. Find the difference between each number and 100, and find the sum of the remainders.
9. Multiply each number by itself, and find the sum of the products.
10. Double each number and find the sum.
11. Multiply each number by the last number, find the sum of these products, and divide it by the sum of the nine digits.
12. Find the product of the sum of the first three numbers by the sum of the last three, and divide this by the sum of the second three.
13. Find the difference between each number and each number multiplied by itself, and find the sum of the remainders.
14. Find the sum of the odd numbers, then of the even numbers, then the product of the sum of the other.
15. Find the least common multiple of the nine digits.—*Winthrop.*

THE DULL PUPIL.—Do we not make serious mistakes in that we are always ready to censure the slow pupil?

Here is little Olga, naturally timid, and seemingly dull. She is constantly failing. The teacher takes great pains to notice it, and when she calls her arithmetic class, she keeps before her mind the too oft-repeated failures of the child. On calling for 4×5 , and all hands are raised save one; the child notices her teacher looking at her, and immediately becomes confused. Sar-

casm and disgust are plainly written on the teacher's face. With, "Of course, Olga, you don't know; you never do!" she passes on. Is not this a cruel thrust? Do we consider what we are doing? Do not let us make the dullard believe he "never knows," but help and encourage him with kind words and gentle ways. Let us cheer him on to quicker ways; encourage him with gentleness and sympathy. How much better for Olga if her teacher had said, "What Olga! Don't you know? I'm sure you can answer as well as the rest. Now think a little while, and let me see your hand, too." Thus by encouraging, we give them faith in themselves, and strength to do what before was seemingly hard. Dear comrades, if we have an Olga, do not let us chill all that is best in her, but help along a thousand times rather than hinder once.

"It is not so much what we say,
As the manner in which we say it."

Primary Education.

—THE following lines on the "The Uses of Steam," taken from *St. Nicholas*, may serve as the basis of many interesting discussions in the class-room:

It lifts, it lowers, it propels, it stows.
It drains, it ploughs, it reaps, it mows.
It pumps, it bores, it irrigates.
It dredges, it digs, it excavates.
It pulls, it pushes, it draws, it drives.
It splits, it planes, it saws, it rives.
It carries, it scatters, it collects, it brings.
It blows, it puffs, it halts and springs.
It bursts, condenses, opens and shuts.
It pricks, it drills, it hammers and cuts.
It shovels, it washes, it bolts and binds.
It threshes, it winnows, it mixes and grinds.
It crushes, it sifts, it punches, it kneads.
It moulds, it stamps, it presses, it feeds.
It rakes, it scrapes, it sows, it shaves.
It runs on land, it rides on waves.
It mortises, forges, rolls, and rasps.
It polishes, rivets, files and clasps.
It brushes, scratches, cards and spins.
It puts out fires, and papers pins.
It weaves, it winds, it twists, it throws.
It stands, it lies, it comes and goes.
It sews, it knits, it carves, it hews.
It coins, it prints—aye!—prints this news.

—MANY of your children have, no doubt, wondered what it is that makes the snow so white. They will listen eagerly to this explanation, as given by one of our exchanges:

You know that the snow is frozen water. When the snowflakes first start from the clouds they are very, very small water-drops. There are so many of them, and they are so close to one another, that they freeze into tiny balls. After a while a sunbeam peeps out at them and says "What a lovely place! how many beautiful rooms for me to play in." So little sunbeam goes dancing from one of the tiny rooms to another. He leaves a bright light in every room. By the time the little ball reaches the earth he has left a bright ray of sun in each of them. All these little lights shining in the tiny water-drop house make it look white. Little snowflakes always have six sides, or points. Now, if any one asks you why the snowflakes are white, what will you tell them?

—LET the teacher submit himself to the following examination on "School Punishments." The thoughts brought up by the various questions will be productive of good:

1. What two general classes of moral action are there in school life? Give illustrative examples.

2. Illustrate the quotation. "Not law but drill."

3. What do you think of prohibitory rules with fixed penalties?

4. Are we justified in adopting a rule before we are sure of its enforcement? Why?

5. Should there ever be "dead statutes" in a live school? Why?

6. In the absence of a rule against a certain offense, may the teacher punish for the offense? Why?

7. Is it any more the duty of the pupil to obey than it is the teacher's duty to enforce obedience? Illustrate.

8. What are the chief disadvantages in having too many penal offenses in school?

9. What is the true test of the efficiency of school discipline? Illustrate.

10. What are the ends or objects of school punishment?

11. Does a pupil who deserves punishment always need it? Give examples.

12. How may punishment reform the wrong-doer?

13. How may punishment deter others from wrong-doing?

14. In this case is an appeal to fear legitimate in school discipline?

15. When is punishment justifiable?

16. What may we consider condemnation of wrong-doing and the end in punishment?

17. What place does this end of punishment have in schools?

18. Name the chief characteristics of effective punishment?

19. Comparative effectiveness of *certainty* and *severity* of punishment?

20. What can you say of the importance and best methods of detecting offenders?

21. Why should a punishment bear a just relation to the offense ?

22. What are the effects of unjust punishments ?

23. What are the effects of uncertainty of punishment ?

24. What is the tendency of public sentiment as to severity in punishment ?

25. What lessons may be drawn from England's capital punishment and Napoleon's "Bloody Code?"

26. What do we mean by saying that punishments should be natural ?

27. Explain Herbert Spencer's Discipline of Consequences ?

28. Give examples to show the propriety of forfeiture and restitution as punishments ?

29. What factor is the teacher in an ideal school discipline ?

30. Show the relation between school and family discipline ?

31. "Do yourself what you would have your pupils do." Show the force of this principle in the training of children.

—THE FOLLOWING is an analysis of an address and exercise on school composition given by Mr. Keogh, Principal of the Peterboro separate school, at the Institute recently held in that town. It is not likely that the abstract does full justice to the address, but it contains hints which may be useful to many teachers.

Mr. Keogh defined composition as the art of finding appropriate thoughts on a subject and expressing them in suitable form. Entrance composition means less than the general term "composition," and Mr. Keogh read the syllabus of the work as outlined by the Educational Department for entrance classes. The subject of composition has two aspects—invention and style. With the latter, entrance work chiefly deals, though there is much to be done in the line described as invention.

Mental power is based on mental order, hence to train the mental power we must give them a training in mental order. All that can be expected in the entrance class is a beginning in this line.

The first laudable object in teaching composition is giving the pupil a good English style, then training to habits of mental order, then the ability to write a good composition. Entrance composition presupposes much knowledge on the part of the pupils along the line of grammar, and much of the work mentioned under the title of composition might better be included in the grammar period. Pupils lack variety of expression because their vocabulary is limited.

Train pupils thoroughly in literature, teach them to use their dictionaries, and the result will be a great increase in the vocabulary of the pupil. Words are to ideas what the body is to the soul, and clear thought does not always beget clear expression. Pupils have to be trained to express their thoughts logically, coherently and suitably. Choose subjects familiar and interesting to the pupils.

Mr. Keogh used the convention as a class, and by questioning its members secured a number of thoughts on the subject, "Thanksgiving Day." These he wrote on the board as given, that they might be rearranged and serve as an outline for a written composition, to follow the oral expression of ideas.

Mr. Keogh favoured completing each paragraph as it is written, rather than going over the whole composition afterwards. Pupils may read their compositions and a joint composition may be worked out on the board afterwards. Call attention to the excellences and defects. Have pupils write the compositions at school. It is well to have pupils form plans of their own, occasionally select their own topics, and write compositions independently.—*Educational Journal*.

—REVIEW QUESTIONS.—How is commerce between distant nations generally carried on? Which class of vessels is more dependent upon winds? What sometimes prevents a sailing vessel from making a direct course? Where is the region of trade winds? Why so called? In what direction do they blow? Are they *east* or *west* winds? What are monsoons?

What is the direction of the winds of the Temperate Zone? Of the Torrid? Which blow more steadily? Voyages from the Atlantic ports of United States to Europe. What zone? What winds?

Voyage from Atlantic ports of United States and Europe to Asia and Australia. Through what belt of winds must the ship first pass? What belt follows? What belt south of the trade winds?

Suppose a vessel, bound from Portland, Maine, to Calcutta, arrives in the Indian Ocean in December, will she find the monsoons favourable or unfavourable? If she goes from Calcutta to, Cape Town, in what months will she make the quickest passage?—*Popular Educator*.

—THESE notes on the teaching of arithmetic, from the *Educational News*, are by W. H. Maxwell, Superintendent of Schools, Brooklyn.

1. Arithmetic furnishes the most valuable field in the entire curriculum for training the reasoning powers, and is also of the utmost practical utility. These two objects should be kept constantly before the mind of the teacher.

2. Since the practical side of arithmetic furnishes abundant material for disciplinary purposes, all rules and problems should be eliminated from the class-room.

3. Long and intricate examples should not be used, particularly in primary grades.

4. Concrete problems should always accompany abstract work, but should, in the primary grades, be simple and easy of solution, and never in advance of the undeveloped reasoning powers of the children.

5. The first steps in number should be illustrated objectively ; but such illustrations should not be continued after the properties of a number have been thoroughly learned.

6. Tables of weights and measures, the fundamental operations of fractions, and the solution of problems in mensuration, should, as far as possible, be taught objectively.

7. Every operation in arithmetic should be performed orally before written problems are submitted, and the only difference between oral and written problems should be the greater simplicity of the former.

8. The method of solving every problem should be stated by one or more of the pupils, but set formulas for such explanation should be avoided.

9. In every grade, pupils should be required to invent problems for the class to solve.

10. Concert recitation of tables should never be permitted.

11. The arithmetic lesson should generally be a class exercise. When an oral problem is given it should be solved by every member of the class, and answers should be written at a given signal. In written work, as many children should be required to work at the blackboard as can be accommodated, while the remaining members of the class are working on their slates. After the solutions are worked out, they should be discussed by pupils and teachers, corrections made and explanations given.

12. A teacher should not waste the time of her class in marking the exercise of each pupil as right or wrong.

13. A rule should never be memorized until the principles on which it is founded are understood.

14. The long explanations of rules in the arithmetics should not be memorized. Such explanations should be discovered by the pupils themselves through skilful questioning on the part of the teacher.

15. As the power of working practical exercises generally runs considerably in advance of the ability to understand the reasons upon which rules are founded, the elucidation of the reasons for the more difficult rules should be deferred until a late period in the course.

16. Frequent reviews are necessary in arithmetic. Once a week at least a part of the arithmetic hour should be devoted to review exercises.

A HABIT of forgetfulness is one of the greatest hindrances in all business and social relations, yet our modern style of life and education is certainly injurious to the memory. The old methods of learning by rote have fallen into disfavour, and there was much to say against them as a hindrance to originality ; but there is a time in every child's life when learning by rote is a useful thing, and it is at a very early age, for the minds of young children, not being occupied with so many

things as those of their elders, they are in a more retentive state than later on. Every mother has been struck by her child of two or three years remembering perhaps for some months where a certain thing is placed, or some little events of our early youth more forcibly than those of even a few months back. It is possible to begin to cultivate the memory as soon as a child can talk, when it should be made to describe everything it has seen during its morning walk, or to repeat some little story that has been told to it, or a short lesson which has been learned. Every teacher, before beginning a new lesson, should make sure that the lesson of the day before is retained and understood, for the more we overcrowd the little brain in the attempt to force knowledge upon it the less we impress upon it for future use. It is the experience of all those who have crammed for examinations that as soon as the examination is over the undigested knowledge passes away, and similarly through life. Unless an item of knowledge is assimilated it becomes as useless to the mental system as an undigested article of food to the bodily system, and in both cases they act as an irritant, interfering with the proper digestion of other matter. In a well ordered mind the facts remain and points are, as it were, pigeon-holed in such a way that they can be brought out immediately when required. There are untidy brains, in which the objects of knowledge are confused and not ready to hand, so that they may turn up at unexpected moments, but not just when wanted, in the same manner as there are untidy drawers, wardrobes and rooms, and to cultivate a habit of mental order, as well as one of physical order, should be the earnest desire of every mother and teacher.—*Home Notes.*

—THE BRITISH NORTH-WEST—Far to the North-west, beginning ten days' journey beyond Great Slave Lake and running down to the Arctic Ocean, with Hudson Bay as its eastern and Great Bear Lake and the Coppermine River as its western boundaries, lies the most complete and extended desolation on earth. That is the Barren Grounds, the land whose approximate 200,000 square miles (for its exact area is unknown) is the dwelling place of no man, and its storms and sterility in its most northerly part are withstood the year round by no living creature save the musk-ox. There is the timberless waste where ice-laden blasts blow with hurricane and ceaseless fury that bid your blood stand still and your breath come and go in painful stinging gasps; where rock and lichen and moss replace soil and trees and herbage; and where death by starvation or freezing dogs the footsteps of the explorer.

There are two seasons and only two methods of penetrating this great lone land of the north—by canoe, when the water-courses are free of ice and snow-shoes during the frozen period, which occupies nearly nine of the year's twelve months. The deadly cold of winter and greater risk of starvation, make the

canoe trip the more usual one with the few Indians that hunt the musk-ox. But, because of the many portages, you cannot travel so rapidly by canoe as on snow-shoes, nor go so far north for the best of the musk-ox hunting, nor see the Barren Grounds at their best or worst, as you care to consider it.—*Harper's Magazine.*

Official Department.

DISSENT.—The attention of all interested persons is called to the fact that notice of dissent must be served before *the first day of May*, in order to take effect in July 1896.

Correspondence, etc.

To the Editor of the EDUCATIONAL RECORD,

DEAR SIR,—As a teacher, I have been long of the opinion that the slate should be banished from the school-room. I fail to see any good qualities in it, unless it be the ease with which erasures can be made. This seems to me to be a negative virtue, for the very fact of a slip being so easily rectified without leaving any trace, is conducive to carelessness. In these days, when scribbling paper, as it is called, is so cheap, in my humble opinion it should be used in all our schools to the exclusion of the *noisome slate*. I send you herewith, two clippings, which show that, on the other side of the line, the reformer is on the track of the slate and seems determined to oust it from the class-room.

I wonder if any of our more conservative teachers can adduce anything in its favour. I shall be very much astonished if a champion does not appear from some quarter of the province to defend an "old institution."

Yours, etc.,

ANTI-SLATE.

"The use of slates has been abandoned. In the lowest grades, the pupils write with lead pencil, on paper. Ink is introduced as easily as in the Second Grade. The vertical script has been adopted in all grades. After the first few years, when simple standard forms of letters have been taught, individual differences are permitted to assert themselves. The aim is at plain, legible writing, and individual character."—*Workingman's School, New York.*

A writer in the *San José Mercury* says: "The slate must go. It is noisy, dirty, soon becomes greasy, and consequently the writing upon it is illegible and strains the eyes. There is not enough contrast between the slate and the writing at best to make the use of the slate aught but a menace to the eyesight. Besides, the use of the slate is contrary to sanitary principles. The children use them as cuspidors, their slate rags or sponges

are dirty, there is always a foul, fetid atmosphere in a room where slates are used. Writing with a slate pencil is conducive to a hard and cramped style of holding the pen or pencil in after years."

Books Received and Reviewed.

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

As a continuation of its series of articles on the "Case of the Public Schools," the *Atlantic Monthly* for April has a paper on the "Teacher's Social and Intellectual Position," by F. W. Atkinson. The first paper of this series, by Dr. G. Stanley Hall, in the March *Atlantic*, created quite a stir in educational circles, and it would seem that this discussion of the status of the public school will prove most interesting to teachers everywhere. The rest of the contents of the *Atlantic* consists of the usual high class current literature.

Current History, for the fourth quarter of 1895, presents the usual excellent epitome of the world's history, as it is unfolding itself before our eyes. Among the great number of subjects treated of in this number are "The Venezuelan Question," "The Crisis in the Ottoman Empire," "The Cuban Revolt," "The Cotton States Exposition" and "Canadian Affairs." *Current History* is published by Messrs. Garretson, Cox and Company, Buffalo, N. Y.

The *Monist*, quarterly, and the *Open Court*, weekly, two philosophical journals edited by Dr. Paul Carus, are worthy of their editor. The *Earth* is the comprehensive title of a new periodical, published monthly at Des Moines, Iowa. The first two numbers show an excellence which, if continued, will ensure the success of the *Earth*. The new magazine is devoted to geography and correlative subjects, and is issued at the low price of fifty cents. The *North-West Journal of Education* is another bright teachers' paper, which hails from the far West. Its pages, however, show much need of the services of a proof-reader.

Massey's Magazine is one of the latest additions to Canadian periodical literature. The numbers we have seen present an agreeable appearance, the matter being of good quality and the illustrations good. *Massey's* is thoroughly Canadian in tone and deserves the kindly reception which it seems to have met with at the hands of the reading public of Canada. It is published by the Massey Press, Toronto

GRAMMATICAL ANALYSIS, by H. J. Strang, B.A., and published by the Copp, Clark Company, Toronto, is a comprehensive little treatise on the construction of the sentence, and, we are sure,

will be found to be of great service to teachers of English. The book is divided into two parts, Part I. dealing with the sentence in all its forms, the various steps being illustrated by examples and models, Part II., which is also published in separate (paper) form for the use of classes, consisting of about 250 selected sentences and passages suitable for analysis.

MILTON'S *L'ALLEGRO, IL PENSEROSO, COMUS AND LYCIDAS*, edited by William P. Trent, M.A., and published by Messrs. Longmans, Green and Company, New York and London. This is a recent addition to *Longmans' English Classics*, a series we had occasion to praise very highly in former numbers of the RECORD. This edition of selected poems of Milton is all that could be desired in every particular, and is published at a remarkably low figure.

ALGEBRA FOR SCHOOLS AND COLLEGES, by William Freeland, B.A. There is certainly no dearth of text-books in these days. We are indebted to the same gentlemen, Messrs. Longmans, Green and Company, of London and New York, for this carefully prepared work on Algebra. It is addressed specially to students, and presents the matter to them in a lucid and gradual manner, in such a way as to help them to the utmost in getting a firm grasp of the subject in its different parts. The examples appear to have been selected with care, and answers to them are printed in a separate pamphlet and will be furnished, free of charge, only to teachers using the book, or to students upon the written request of such teachers.

HINTS ON TEACHING ARITHMETIC, by H. S. MacLean, and published by the Copp, Clark Company, Toronto, is a practical little book on number work, for teachers, more especially in the elementary classes. But teachers of all grades will find many suggestions of great value to them in conducting their arithmetic classes. For so small a work it is commendably exhaustive, and, among other things, outlines a course of study in numbers which, if followed, will ensure in the pupils a full knowledge and clear conception of the subject. The price of the "Hints" is fifty cents (cloth.)

ELEMENTARY ARITHMETIC, by Thos. Kirkland, M.A., and Wm. Scott, B.A., and published by the W. J. Gage Company, Toronto, and THE PRACTICAL SPELLER, published by the same. Owing to the continued and increasing demand for these well known elementary text-books, Messrs. Gage and Company have issued a new and revised edition of each. It is the 200th thousand of the Speller. In the case of the Arithmetic, many new features are to be noticed. It is printed in larger and clearer type; some fifty pages of new matter have been added; it has been completely revised by the authors and additional exercises have been added; the part treating of Commercial Arithmetic has been re-written; a new chapter on Mensuration has

superseded the old one on measurement; and there is a chapter on the metric system, which of itself is a valuable addition. These books are too well known to our readers to require any further notice at our hands.

The Atlantic Monthly has made an inquiry of ten thousand teachers and superintendents of public schools concerning the actual status of teachers and the schools in every part of the Union. The replies from the best informed men in the work in every State give at first-hand information that contains much encouragement, but much discouragement also. The excessive size of classes, the instability of great masses of teachers, the insecurity of their positions, in some communities the petty political and religious interference—these “confessions” are startling and shocking. A general summary of the results of this interesting inquiry by President G. Stanley Hall is given in *The Atlantic Monthly* for March.

Our thanks are due to the United States Commissioner of Education for a copy of his report for 1892-93. It is most comprehensive and deals at length with the educational side of the Columbian World's Fair in addition to the usual year's history of public instruction in the United States.

COLERIDGE'S *THE RIME OF THE ANCIENT MARINER*, edited by Herbert Bates, A.B., and published by Messrs. Longmans, Green and Company, New York and London. This admirable edition of Coleridge's well known fairy tale in verse is the latest issue of *Longmans' English Classics*, and merits all the praise that we have, in former numbers of the RECORD, bestowed on the other volumes of this series. The introduction is very complete. We notice that Mr. Bates combats the prevailing idea that “things are not what they seem,” and that, of necessity, a poem must mean more than the poet has expressed. He also gives this good advice to students of the poem: “Do not make of the poem a combined edition of grammar, spelling-book, dictionary, rhetoric and encyclopedia. It is a poem, and as a poem it should be studied.”

OLD SOUTH LEAFLETS, published by the Directors of the Old South Studies in History, Boston. They are reprints of important original papers, accompanied by useful historical and bibliographical notes, and should be of great service to all students of American history. Number 65 contains Washington's Addresses to the Churches (1789-1793).

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THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC.

No. 4.

APRIL, 1896.

VOL. XVI.

Articles : Original and Selected.

SCHOOL EXAMINATIONS.

Much has been said for and against examinations as an educational means to an end, and there is no doubt that many pertinent things difficult to answer can be brought forward to show their inefficiency as tests of a student's ability in its highest sense. At the same time, however, there is no doubt that, until something better is found to take their place, examinations must form an element of every efficient system of instruction; for the object of instruction is not merely to place knowledge before a pupil, but also to see that he grasps the knowledge so presented to him and understands it aright. It is in this last connection that the usefulness of examinations is apparent. But there is another purpose which these so-called inquisitions are made to serve; they are frequently, perhaps always—for it is difficult to eliminate the competitive element—considered as tests of superiority. Though this latter element is not to be considered as the better one, there must be a judicious admixture of the two in every properly conducted examination. For, taking human nature into account, some advantage must attend success if the energies of the candidates are to be incited to their fullest.

Among the various school studies, it will be readily seen that some are better adapted for purposes of examination than others. For instance, in the case of subjects like Clas-

sics or Mathematics, where the pupil is required to do something, an examination is nearly always a good test; while in the case of others, such as History or Geography, where it is a matter rather of memory, unless the questions are well selected they are of little practical value. Yet, even in such subjects, an experienced and judicious examiner can set a paper that will be a fair test of the candidates' thoroughness of preparation. And here, more than anywhere else, perhaps, should be tested their knowledge of English composition and grammar. Lists of names—of kings or battles, of rivers or lakes—should be asked for in moderation, and should be replaced by short essays on topics connected with the subjects under discussion, the accuracy of the facts given being also taken into account in making the awards.

An examiner such as has just been referred to, never stoops to the perhaps too common practice of asking about unimportant things little likely to be known, or of giving prominence to details best left in books, to be sought there when wanted,—in other words, he does not ask "catch questions."

One of the things often urged against the efficiency of examinations in general, is the fact that many pupils have a happy faculty for "getting up" just what is required shortly before the examination. It is said that they derive no benefit therefrom. No doubt there are such pupils, and, more than that, there are teachers who, having, as it were, made a special study of the chances of examinations, are able to "get up" a whole class for the ordeal, and have them pass with flying colours. But this is not altogether the fault of the examination; and even this aptitude is not without its value, for it shows a power of acquisition and retentiveness not to be entirely overlooked.

In spite, then, of all that can be said, not without some truth, to the contrary, examinations are valuable in at least three particulars. First, they act as stimulants to the doing of good work, though, of course, a danger lies here that scarcely needs pointing out. Second, they set a standard which may serve as a guide to a conception of what learning really is; hence that standard must not be too low. Then, most important of all, they incite the pupil to learn how best to produce his acquired knowledge, and how to express himself in a correct and logical manner.

CALISTHENIC EXERCISES.

BY KATE E. COLE, ST. HYACINTHE.

(Continued.)

BAR-BELL EXERCISE.—In most of our school-rooms the space is either so limited or else so hampered by desks, etc., that bar-bell exercises are not found practicable. I have thought well to insert one here, however, as it is very taking whether performed by boys or girls at a school exhibition or entertainment of any kind.

Position.—Hold the bar-bell with two hands firmly, across the chest, elbows raised a little above the bar-bell.

1ST EXERCISE.—1st movement. Thrust downwards until arms are perfectly straight and bring back to position (4 times).

2nd movement. Thrust out to front until arms are perfectly straight and bring back to position (4 times).

3rd movement. Thrust arms upward till they are straight and parallel and bring back to position (4 times).

4th movement. Same exercise alternately down, out to front, up, out to front (twice).

2ND EXERCISE.—1st movement. Charge to left-front stepping out with left foot, bending knees, and swinging bar-bell so that the end of the bar-bell nearest to which is the right hand will point to the left-front corner of the room, then step back to position, allowing arms and bar-bell to drop (4 times).

2nd movement. Charge to right-front, stepping out with right foot, bending knees well and throwing up arms so that the end of the bar-bell nearest to which is the left hand will point to the right-front corner of the room, then step back to position, allowing the arms to drop (4 times.)

3rd movement. Charge in like manner to left-back, looking towards the corner to which you charge (4 times).

4th movement. Charge to right-back in like manner (4 times).

5th movement. Charge alternately to left-front, right-front, left-back, right-back, using arms as before (twice).

3RD EXERCISE.—1st movement. Without bending the arms, raise them until the bar-bell is parallel in front of the chest.

2nd movement. Raise the arms till bar-bell is held as high as possible above the head.

3rd movement. Lower the arms till the bar-bell is again parallel to chest.

4th movement. Drop bar-bell to position maintained in commencing the 3rd exercise. Repeat movements 1, 2, 3, 4 alternately 4 (times).

4TH EXERCISE.—Set the bar-bell on end on the floor just far enough to the left-front so that it may be reached by the toe of the left foot when a step is taken.

1st movement. Hold bar-bell firmly with the left hand at the same time stepping out until the toe of the left foot touches it, then step back to position (4 times).

2nd movement. Change the bar-bell to the right hand and make similar motion with the right foot towards right-front corner (4 times).

3rd movement. Similar movement towards left-back corner (4 times).

4th movement. Similar movement towards right-back corner (4 times)

5TH EXERCISE.—Arms dropped holding bar-bell firmly.

1st movement. Swing bar-bell up with both arms kept parallel as far as possible to the left.

2nd movement. Swing arms and bar-bell up to the right. Repeat movements 1 and 2 alternately (8 times.)

6TH EXERCISE.—Hold bar-bell firmly against the chest.

1st movement. Jump from the floor on the first beat of the music.

2nd movement. Drop down to floor, crossing left foot slightly over and in advance of right.

3rd movement. Again jump from floor.

4th movement. Drop down to floor, this time crossing right foot over and slightly in advance of left. Repeat movements 1, 2, 3, 4 alternately (8 times.) In this exercise be careful not to cross the feet last time, but drop with heels together, toes turned outwards.

7TH EXERCISE.—Hands above the head holding bar-bell firmly.

1st movement. With arms extended descend slowly until the bar-bell touches the floor. Descend during 8 beats.

2nd movement. Ascend during 8 beats till the bar-bell is above the head arms extended. On the last beat bring bar-bell to the shoulders behind the head.

8TH EXERCISE.—1st movement. Step out gracefully to the front with the left foot, toe well pointed and heel high from the floor (4 times).

2nd movement. Step out in like manner with right foot (4 times).

3rd movement. Step out alternately with left and right (4 times). This exercise is put in in order to rest the arms.

9TH EXERCISE.—Arms above head. 1st movement. With one motion bend the body till the bar-bell is opposite the chest, head between the arms.

2nd movement. Again bend till the bar-bell is opposite the knees.

3rd movement. Raise arms and body till the bar-bell is again opposite the chest.

4th movement. Raise arms and body till bar-bell is above the head. Repeat movements 1, 2, 3, 4 alternately (4 times).

10TH EXERCISE.—1st movement. Charge to left-front, stepping out with left foot and bending knees, at the same time raising the arms until the bar-bell is above the head. In this exercise keep the arms perfectly parallel. Do not twist them as in exercise 2. Step back to position, heels together, arms at sides.

2nd movement. Charge to right-front in a similar manner (4 times). Similarly charge to left-back corner (4 times). Charge to right-back in like manner (4 times).

5th movement. Charge in like manner alternately to left-front, right-front, left-back, right-back (twice).

HOOP EXERCISE.—This is a pretty exercise if well done, and, as it is not lengthy, is well suited for an entertainment or exhibition.

Two small hoops, such as may be obtained from a small keg, will answer the purpose nicely, when covered so as to match the costume. One hoop to be firmly held in each hand.

1ST EXERCISE.—1st movement. Throw the arms up from the sides until the hoops are parallel above the head.

2nd movement. Let hoops drop to sides (8 times).

2ND EXERCISE.—Arms raised to a little above the waist.

1st movement. Throw arms forward till hoops are parallel and close together.

2nd movement. Thrust arms back to sides. Repeat movements 1, 2 alternately (8 times).

3RD EXERCISE.—1st movement. Charge to left-front,

stepping out with left foot, bending knee and at the same time raising the hoop until opposite the face and looking through it; then step back to position and dropping the hoop to the side (4 times).

2nd movement. Charge to right-front, raising right arm till the hoop is opposite the face, looking through it, then stepping back to position and dropping the hoop to the side (4 times).

3rd movement. Charge to left-back in like manner (4 times).

4th movement. Charge to right-back in like manner (4 times).

5th movement. Charge alternately to left-front, right-front, left-back, right-back, using hoop as before (4 times):

4TH EXERCISE.—1st movement. Raise the two hoops and with their edges touch the top of the head.

2nd movement. Touch two shoulders similarly.

3rd movement. Touch two hips similarly.

4th movement. Bend body sufficiently to touch the floor with the edges of hoops. Repeat movements 1, 2, 3, 4 alternately (4 times).

5TH EXERCISE.—Move arms towards the front and swing them right round (8 times).

6TH EXERCISE.—1st movement. Make a graceful curve with left arm until the hoop touches the forehead lightly as if saluting the audience, at the same time putting out the left foot with the toe pointed and the heel high from the floor, and bending the body gracefully. Then step back to position, letting the arm drop with a graceful outward curve (4 times).

2nd movement. Similar motion with the right arm, foot and hoop (4 times).

3rd movement. Same motion alternately with the left foot, then the right (4 times).

7TH EXERCISE.—Raise the hoop in the left hand until it is higher than the head, without bending the arm, and at the same time bend the body towards the right and look up at the hoop in the left hand.

2nd movement. Raise the right arm, at the same time lowering the left, bending the body towards the left and looking up at the hoop in the right hand. Repeat movements 1, 2 alternately (8 times).

8TH EXERCISE.—Allow the hoops to rest on hips, make

a quarter revolution to the left, using feet as a pivot on which to turn another quarter revolution until facing the back. Another quarter revolution until the face is towards right-hand side of the room. Quarter revolution back to front. Repeat, thus making two complete revolutions, then reverse movement to right-back, left-front, making two more complete revolutions.

9TH EXERCISE.—1st movement. Curve the left arm until the hoop touches the top of the head, then drop the hoop to the side (4 times).

2nd movement. Curve the right arm until the hoop touches the top of the head and drop the hoop to side (4 times).

3rd movement. Same movements alternately, left arm ascending while right descends, and *vice versa* (4 times).

4th movement. Same movement with the two arms ascending and descending gracefully together (4 times).

1ST EXERCISE.—1st movement. Gracefully move left hoop as if to touch the lips, at the same time slightly inclining the body (4 times).

2nd movement. Move the right hoop in like manner (4 times).

3rd movement. Same alternately left and right (4 times).

Editorial Notes and Comments.

A SUMMER SCHOOL is to be tried as an experiment by Principal Dresser of St. Francis College, Richmond, this year, as mentioned in the last RECORD. It ought to be a success. Richmond is a delightfully beautiful place in summer viewed from the hill upon which the college stands. The college building itself will furnish accommodation for all the students that will attend, and board will be provided at reasonable rates. The important part of the matter is the fact that the instructors are specialists in their several branches and have had successful experience in teaching. The courses are physical geography and practical geology by Principal Dresser, B.A., botany by Prof. Honeyman, B.A., drawing and painting by Miss Cairnie, and conversational French by Prof. de Bellefontaine. These are good courses for our teachers.

An institute will be held in Richmond, beginning on the 30th of June and lasting four days. The summer school

will open the following week. It is to be hoped that many of the teachers who attend the institute will go prepared to remain for the summer school. Principal Dresser will send a circular of information to any enquirer.

MARTHA'S VINEYARD summer school is one of the oldest and best known in America. Many of our most progressive teachers have attended it to the great advantage of themselves and their schools. The fact is, the teacher cannot afford to stand still. If he does, his stagnation is apparent to everybody, except himself of course. In other professions men are dealing with men, with intellectual equals. They have to be alert and ambitious in order to hold their own. The intellectual struggle keeps the mind fresh, active, keen and strong. The teacher deals with immature, not to say inferior, minds. He is *facile princeps* in his little world. He needs stimulus that his mind does not naturally get. Hence the summer school is a necessity for many, and an advantage to all teachers. See the announcement in this number of the RECORD on the advertising page, and ask yourself whether you can afford to stay away.

—THE June examinations will be with us once more before another number of the RECORD will have appeared, and teachers of the Superior Schools will be once more in the midst of their anxiety as to the results. The success of these examinations depends upon the manner in which they are conducted, and now that most of the deputy-examiners have come to know the minutest details of the routine, there is within view the possibility of having everything done in order. In conducting an examination of this kind there is no possibility of an irregularity escaping the notice of the pupils, and this in itself should be one of the strongest of reasons why everything in the shape of an avoidable irregularity should be discountenanced by the teacher, who, it ought to be understood, continues in charge of the discipline of his or her pupils during the days of the examination as at other times. But there is just as little chance of irregularities escaping the notice of the authorities at Quebec. The countenancing of irregularities, directly or indirectly, creates a nervousness among those taking the examination which readily enough reveals itself in the written answers. Indeed all the examiners are agreed that the school that always comes out best in these circumstances is the school where pupils answer the questions out

of the fulness of their knowledge, and in which everything is done with an eye to the "honesty that is the best policy." It is a foolish thing also for any teacher or deputy-examiner to criticise the questions in presence of the pupils before the examination is over. A nervous teacher, who is fond of frowning at the originality of certain questions, is sure to make his pupils nervous. There is but one legitimate criticism in such cases, and the query which helps the teacher to it refers to the scope. "Is the question within the scope," should always be asked as a preliminary in such cases. To accuse the examiners or examination papers of unfairness simply because a pupil fails to take as high a standing as the teacher expected, is the height of folly, and all the more so since the experienced examiners who have charge of these examinations never miss, it is said, giving the pupil the benefit of the doubt. In speaking of these examinations, it may be said that the improvement in the work done is simply marvellous, and those who would say that the process of testing the schools in this way is a pernicious one, would do well to examine the results before stereotyping their opinion.

—FOR the information of our readers, we give here the substance of a circular issued in connection with the approaching meeting of the National Educational Association.

The annual meeting of the National Educational Association of America will be held this year in Buffalo, from July the 7th to July 11th. The teachers of the continent are, as far as has been heard from, delighted with the selection of Buffalo; while the teachers of the Dominion of Canada are satisfied that no better place could be selected for their convenience. Situated at the foot of the great lakes and in the immediate vicinity of Niagara Falls, Buffalo is easily approached by boat as well as by rail. Its railroad facilities, embracing 26 terminal lines, are greater than those of any other city on the continent, Chicago alone excepted. No city is increasing more rapidly in population and commercial prosperity than Buffalo. It has nearly 350,000 people, fine schools and churches, a residence section that is almost unequalled for beauty and attractiveness, and more miles of paved streets, so agreeable for driving and bicycling, than any other city in the world. Niagara Falls are not far away. Chatauqua is near at hand, while the most interesting excursions have been arranged for in

the Adirondacks, along Lake Champlain, among the Thousand Islands and down the St. Lawrence Rapids. The Grand Trunk, the Intercolonial and the Canadian Pacific Railroads will sell round tickets for one fare, while the committee on hotels and entertainments will look after the personal comfort of all members on their arrival. The meeting promises to be one of the most interesting ever held. Among the speakers will be Dr. Harris, Commissioner of Education; Dr. Stanley Hall, of Clark University; Prof. Wilkinson, of Kansas; Superintendent Hughes, of Toronto; Bishop Vincent; President A. S. Draper; Bishop Spalding; Dr. Harper, Quebec; Principal Sheldon; Prof. E. N. Calkins and others. Circulars can be obtained from James L. Hughes, Toronto, J. M. Harper, Quebec, or N. C. Dougherty, Peoria, Ill., President of the Association.

—THE Rev. Donald Macrae, D.D., has accepted the position of Principal of Morrin College, Quebec. The college is to be heartily congratulated on this appointment, and all interested in the educational life of our province will join in welcoming the new principal who is shortly to come amongst us. Every one who is acquainted with Dr. Macrae predicts much prosperity in the future for Morrin. One of the local papers, speaking of him, says: "He is a very clever man, and one better fitted for the position of Principal of Morrin College could not have been found in the whole Dominion." And another remarks that "he has fairly earned, by long and faithful service in the ministry, whatever advantages attach to his new position, and those who know him best are of the opinion that in this new sphere of labour he will develop qualities of the greatest value, which have remained comparatively dormant while he has been engaged in pastoral work."

Dr. Macrae is a native of East River, Pictou, and received his education at Aberdeen and Edinburgh Universities. He was for twelve years pastor of St. Andrew's Church, St. Johns, Newfoundland, and has been, since 1874, in charge of St. Stephen's Church, St. John, New Brunswick. The EDUCATIONAL RECORD welcomes the Principal of Morrin College to the Province of Quebec.

—IN a discussion, by a contributor to the *Educational News*, of the relations which, in a proper state of affairs, should exist between parent and teacher, the following paragraph seems to strike a true note: "The wise teacher,

however, knows that honesty, Christian charity and earnestness in her work cannot fail to win the respect such qualities merit, and will not hesitate to express her sincere opinion. A frank, kindly criticism given by a teacher upon whose judgment the parents rely, will carry weight with it, and well-earned praise from her will be appreciated. Her influence for good will be in exact proportion to the confidence and respect of her patrons. To gain these she must be in touch with the people about her. Not only is this true in respect to parents of the children in the primary and grammar grades, but in the high school as well."

—THE *School Journal* reproduces from a lecture by Horace Mann on "An Historical View of Education," this well rounded sentence concerning the duty of the common school:—"As educators, as friends and sustainers of the common school system, our great duty is to prepare these living and intelligent souls; to awaken the faculty of thought in all the children of the commonwealth; to give them an inquiring, outlooking, forthgoing mind; to impart to them the greatest practicable amount of useful knowledge; to cultivate in them a sacred regard to truth; to keep them unspotted from the world, that is, uncontaminated by its vices; to train them up to the love of God and the love of man; to make the perfect example of Jesus Christ lovely in their eyes; and to give to all so much religious instruction as is compatible with the rights of others and with the genius of our government,—leaving to parents and guardians the direction, during their school-going days, of all special and peculiar instruction respecting politics and theology: and, at last, when the children arrive at years of maturity, to commend them to that inviolable prerogative of private judgment and of self-direction, which in a Protestant and a democratic country, is the acknowledged birth-right of every human being."

Current Events.

—AN important announcement was made at the last convocation of McGill College, when Sir Donald Smith spoke of his intention to carry out immediately his idea of a women's college in connection with McGill.

—IT is said that "after June, 1901, a degree from a re-

cognized college or scientific school will be required from all the candidates for admission to Harvard Medical School. Johns Hopkins stands alone at present among American universities as making this requirement." This seems to indicate that there is another way of overcoming the difficulty which the authorities of McGill have attempted to deal with by combining the two courses of Arts and Medicine. It will perhaps be found better in the long run to compel professional students to take an academic course than to coax them to do so.

—FROM an exchange we learn that at least some of our educational institutions are beginning to realize the danger likely to flow from the incroachments made by "athletics" on the more legitimate work of the students. *The Educational News* says that "Harvard University has a Faculty which believes in holding its students to their primary work. It has had enough of athletic and musical dissipation. It recognizes the advantages of physical exercises upon the campus and of glee singing in its proper sphere, but it does not favour roving excursions on the part of its young men at the sacrifice of time that ought to be devoted to study. It is to be commended for its courage in its rulings upon these points. Athletics and amusement have their place in college life, but they must not be made an end. Students go there for mental culture and training, not for amusement, and they must be held to this dominant idea."

—Mrs. Pauline Agassiz Shaw, of Boston, who established at her own expense the kindergarten system of Boston, has expended \$344,579 on kindergartens. Her father served the world in science. Her husband has unearthed millions of gold and silver, but she is doing more than both.

—THE School of Pedagogy at Buffalo is planning a kind of work in its Summer School which has not heretofore been attempted in summer schools, at least not on the same scale. The afternoon sessions are given entirely to discussion, and the fifteen or twenty instructors, instead of dividing up and going to different class-rooms, unite with the entire body of students to hold a pointed discussion on important pedagogical questions. A leader has been appointed for each afternoon. The school will last two weeks, following immediately after the N. E. A. meeting, and the leaders for the ten afternoons are the following: Nicholas Murray Butler, of Columbia College; Charles de Garmo, of

Swarthmore, Pa.; W. S. Sutton, Superintendent of Houston Schools, Texas; M. V. O'Shea, of the School of Pedagogy, Buffalo; William James, of Harvard; C. A. McMurray, of the State Normal, Normal, Ill.; J. W. Jenks, of Cornell University; John W. Cook, of the State Normal, Normal, Ill., and F. M. McMurray, of the School of Pedagogy, Buffalo. The entire afternoon of each day will be devoted to one topic. No lectures will be given or papers read, but on each afternoon the views of the leader on an important subject, will be expressed in the form of short theses, numbering from six to twelve, and these latter will probably be printed so as to be distributed at the beginning of each session. Among the subjects that the different instructors will have for the afternoon discussions will be: The Essentials of Good Character; The Relation of Child-Study to Practical Teaching; Isolation vs. Unification of Studies; The Culture Epochs in Education; and the Established Laws underlying Teaching.

—DISSATISFACTION has arisen, according to an exchange, with the principal of one of the public schools of Milwaukee, Wisconsin; it is traced to parents whose children have been chastised. The *Sentinel* says: "The most satisfactory outcome of the difficulty would be the entire discontinuance of corporal punishment in the public schools. Such action would surely reduce the friction between school teachers and parents, while it would prevent any possible abuse of school children by excitable teachers. There may be salutary advantages in physical punishment for some unruly children, but these are more than counter-balanced by its misapplication in other cases."

—FROM Somerville, Massachusetts, comes the news that the school board does not intend to employ teachers unless they will remain in the employ of the city until the close of the school year, except they shall resign by reason of professional advancement or by causes entirely beyond their control. This aims at marriage. The order is intended to prevent marriages during the school year and to avoid the unsettling of the classes.—*School Journal*.

—AN item like the following news-note from an exchange which hails from the United States indicates but too clearly that there is "something rotten in the State of Denmark," across the border, in so far, at least, as some of the institutions for higher education are concerned,—and

the story has not been an uncommon one, especially within the last six months or so. "Eight of the most prominent students in the sophomore class at Dartmouth College, who indulged in 'horning' Professor Foster a few weeks ago, have been separated from the college. Several others were severely censured. And now the class are indignant, and charge the faculty with partiality, as they have not punished others who were equally guilty. It may not be too late for the faculty to give satisfaction on this point. And different college fraternities are holding meetings, and a mass meeting is called, for the purpose of overruling the actions of the authorities. The question arises, whose business is it to govern the college?"

Literature, Historical Notes, &c.

CHARACTER BUILDING IN THE PUBLIC SCHOOL.

BY E. H. WHERRY, B. S.

We are proud of our school system, and, indeed, well we may be, for our public schools stand to-day in the vanguard of the world's great forces for right. But with all of its greatness there are certain lines on which greater and more noble work might be done if the persons to whom the work is entrusted were thoroughly alive to the responsibility of their positions for this work. The great object of our schools is not alone to impress upon the pupil the dry facts and principles set forth in the text-books, but these are only secondary considerations. The first and greatest object is to form the characters of the pupils so that they will be able to apply what they learn in the school-room to the advancement of others and themselves in such a way as to bring about only good results.

A pupil without a noble and upright character may be brilliant as to intellectual pursuits while in school, but in after-life he may be a detriment to the state that spared no effort to make of him an honoured citizen and supporter of right.

The very intellect that was fostered by public instruction may, in time of national distress, turn and rend its benefactor. But this danger can be averted only by the inculcation of the right principles in the minds of the pupils of our public schools.

Never was there a time when more stress was placed on the stability of upright character than at the present ; nor was there ever a time when the school teacher was placed in a more important—though poorly paid—position than at present. But, you ask, how is this character, upon which is staked so much, to be formed in the pupils intrusted to the teacher's care ?

There are many ways, but only a few will be given here. In fact the ones given, if followed, will never fail to bring about the desired result.

First, by your own example. Be satisfied in your own mind and heart that you are endeavouring to do right, and to lead others to the right. Keep this ever in mind, and by your bearing and general demeanour carry with your presence a restraint that is agreeable and commanding, though apparently submissive, and make your general actions bespeak the pure and unselfish motives and inclinations of the heart. These qualities cannot be cultivated so as to appear natural when the motives of the heart and mind are not right, so that they always serve as an infallible guide to true greatness of character.

Second, by commendation of acts showing true greatness observed in the ordinary walks of life. Do not depend upon the anecdotes of great and noble deeds performed by national heroes, but rather take examples from the poor and lowly, or from the lives of natural persons before they reached their high stations in life. Draw your illustrations, as far as possible, from your own school, and impress upon your pupils the fact that acts of kindness and sympathy are always to be commended. Always keep before your pupils the fact that to increase the happiness of mankind is only secondary to directing him to his future welfare, and that the two go hand in hand.

Third, by the disparagement of all that is evil, brutal, unkind, or thoughtlessly cruel. Do this not altogether by direct reference and condemnation, but by contrast with some act that displays greatness of character rather than brilliancy of execution. Never allow the young mind to be inflamed with a burning ardour for greatness in any line till the desire to become firm and true in character has become dominant. Teach him that the tormenting of a homeless dog, the robbing of a bird's nest, or the wanton destruction of animal life only lowers him in the scale of

existence, and implants in him morbid desires that lead only towards his ruin.

Fourth, refer to deeds of true greatness in prominent persons. Tell the stories that best show the character of those whom we delight to honour. Teach your pupils to spurn that which is wrong, or about which doubts are entertained, and lead them to place confidence only in those things which have upon them the unmistakable stamp of right.

These few hints are given by one who has had experience in the school-room, in the hope that some one who is now struggling to advance the greatness of our future citizens, may be encouraged and helped by reading this article. This is written not with a view of making the requirements of school-teachers more numerous, nor to lower the standard of intellectual qualifications, but to call the attention of teachers to the wonderful resources that they have and to the results of properly applying these resources to the greatest work entrusted to man—that of *character building*.
—*Normal Instructor*.

—SCHOOL-ROOM VENTILATION.—Mr. Tice writes in the *School Journal* about this subject, and says that pure air consists of about one part oxygen and four parts nitrogen. Without oxygen we should die in a very few minutes. An adult breaths about eighteen times a minute, and about twenty cubic inches of air pass in and out of the lungs with each breath. Children breathe in less at a breath than adults, but breathe faster and throw off more impurities, in proportion to their size, each one during school hours throwing off about half a pint of watery vapour.

Expired breath contains four or five per cent. of carbonic acid gas. Each person gives off one hundredth of a cubic foot of carbonic acid a minute. Carbonic acid in large quantities is poisonous both in itself and by taking the place of oxygen. Besides carbonic acid, a person constantly gives off from the lungs and skin organic matter, which is an active poison.

In small quantities carbonic acid is not very harmful. But the amount of other offensive and dangerous impurities increases with the amount of carbonic acid, so the carbonic acid is taken as an index of the impurity of the air.

The immediate effects of foul air are languor, headache, dizziness, nausea, drowsiness, faintness, swooning, and,

after a few hours, in severe cases, death. The continued effects of improper ventilation are a general weakness of the system and the presence of or a tendency toward a host of dangerous diseases. It must be emphasized that the full effects of bad ventilation do not show till the end of a period ranging from one to ten years after exposure.

School-rooms should have at least fifteen square feet of floor space and at least two hundred cubic feet of air space for each pupil. Not less than thirty cubic feet of fresh air a minute should be admitted for each pupil. Air containing one per cent. of carbonic acid will cause headache and other bad feelings ; two per cent. may cause insensibility ; and from three to five per cent. may cause death.

Foul air can generally be detected by its close bad smell, or by the flushed faces and listless looks and actions of the children. Teachers should occasionally pass for a moment from their rooms into the pure air of the halls. On returning, the state of purity of the air in their rooms can be judged.

The exact amount of carbonic acid in the air can be tested in about a minute easily, and without cost. Shake up about a tablespoonful of slacked lime with about a pint of pure water. Let it stand an hour or so till the lime settles, then pour the water, now lime-water, carefully into a bottle having a good stopper. Pour a little of this water into a glass and blow the breath into it through a straw or tube. The water becomes oily, or cloudy, from the carbonic acid in the breath.

Get three bottles. Let number one hold eight ounces of water, number two hold four and four-fifths ounces, and number three hold three and one-half ounces. Fill all the bottles with water and empty them to drive out the air ; then fill them with the air to be tested. Pour a half ounce (a tablespoonful) of lime-water into bottle number one, and shake it. If the water stays clear, the air has less than 8 parts in 1,000 of carbonic acid and is fairly pure. If it clouds, there is more, so use bottle number two in the same way. If the water stays clear, there is more than 8 but less than 14 parts in 1,000 of carbonic acid. If it clouds, there are at least 14 parts in 1,000 of carbonic acid in the air, and it should be purified. But first, if you wish, try bottle number three. If the water stays clear, the air has more than 14 but less than 20 parts in 1,000 of carbonic acid. If it clouds,

the air has at least 20 parts in 1,000 of carbonic acid and is dangerous.

Bottles of the exact size wanted can be got at a trifling cost from the publisher, C. W. Bardeen, Syracuse, New York. Or one could take larger bottles, and partly fill them with some substance, so that they would hold just the right quantities.

A small bottle of some odourless and harmless deodorizer and disinfectant (such as bromo-chloralum) is a good thing to have in a school-building. Any druggist will sell enough for from ten to fifty cents to last months or even years. A small quantity diluted with water, sprinkled or sprayed on the school-room floor, or wherever there is a bad odour, will make the air more agreeable and healthful. But the best way is to remove the cause.

See that the air in your room is not made bad by gas escaping from coal stoves or gas-pipes, by chalk-dust or other dust, or by dampness and mustiness from the cellar or other space under the building.

If there must be a choice between foul air and a draft of cold air, remember that the injury from the draft is likely to be the greater.

Require pupils to go out into the pure air at the recesses and the noon intermission. If a pupil fails to do his work because stupified by hot or foul air, do not keep him in through the recess and compel him to continue breathing the same air.

Practical Hints and Examination Papers.

SPRING STUDIES FOR ELEMENTARY CLASSES.

THE TREE.—All winter long we have been watching for our friend, the giant Heat. We have felt his breath and seen his work; himself we have not seen. He has cooked our food and kept us warm. It is he that turns water into steam for the engines. We have found carbon in many things by his help. He has produced chemical changes for us in the school-room. Even the strong metals expand for him and change shape. How much work he does, and such wonderful work! He is in our air now. The thermometer shows how much work he is doing to warm us.

The snow has melted into water. Part of that water has

made little rivers for us. The little rivers are muddy because they carry soil with them as they go. They are our good friends, these little rivers. We sail our playboats on them while they last. Ice and snow soon melt, then our rivers leave us and our boats never reach the sea.

All this is in spring-time. We like the spring as we liked the winter when it came. What about the things that grow? What does the spring do for the wind and plants and animals? Here is our tree. Has spring changed it? Its roots must feel different since the frost has left the ground. The rootlets can go to work again now. The water is free and can give them food for their tree. These tiny rootlets do great work for the tree. They reach out into the soil and take what food is good. It is the buds that need the food. They get it from the rootlets. It travels up to the buds through the trunk of the tree and through the branches.

We sometimes like to take part of the tree's sap in the spring. The maple sap gives us sugar. Do you know about the pine tree's sap, and the india-rubber tree?

The buds have slept through the cold of winter. The kind leaves cared for them, then bade them good-bye. They have been safe under their scales. Such tiny things they were. We should not have known they lived if we had not opened them and found them green.

Now has come their time to grow. The warmth of spring swells them. They draw the fresh sap from the busy rootlets. Soon they will be leaves, branches, perhaps, and do their work for the tree.

What a strong trunk our tree has! It is strong enough to hold all the new leaves and buds far up into the light and air. We borrow the strength of the tree to build our houses and ships. It is the work of the tree that gives us wood.

Every year the sap travels up through the tree to feed the new buds. As it does this, it builds a new ring of wood in the trunk of the tree. So the trees tell their own ages. Some have had twelve hundred rings. We can only know the tree's age by cutting it down. Then we can see the pith in the centre of the trunk. Around that we find the hard, dark heart-wood which is dead. Outside of that, in rings, is the sap wood, which will some day be like the heart-wood. Between the wood and the bark is the tender

growing part. There the sap is flowing. It is busy making a new ring of wood and a new lining for the bark.

The tree needs its bark for protection. The fresh, new wood could not live under the sun's heat in summer. It would be killed in winter without the protection of the rough bark. The birch tree gave Hiawatha its bark for his canoe. An oak of a warm land gives us a part of its bark every year—it is cork. All bark has what we call a corky part. The lining of the bark is of long string threads or fibres. These are used for making rope and some sorts of cloth. Do you know what linen is?

The beautiful wood which makes the useful thing in our house was once the heart of a tree. Perhaps it was a tree in a far country. A wood-carver knows all kinds of woods.

While we are waiting for the buds to open, the brown twigs can tell us a story. Do you know what it is? Look at the different shades of colour in the twig. The tips of the twig may be more glossy than the lower part. You may find joints in the twig. Those joints will tell you how many years the little twig has been growing. The spaces between the joints show how much sun and rain the tree has had in all the years.—Clara J. Mitchell in *Intelligence*.

—AN article on "Primary Reading and Spelling," by Mrs. Martha Lane, recently appeared in the *Educational News*. As it contains hints which may prove of service to many of our teachers, we reproduce it here at length.

Every primary teacher who feels the inadequacy of the readers furnished for the use of little children must appreciate the difficulty of bridging over the gap between the primer and even the simplest good literature. The child must have a small vocabulary; he must undergo a certain amount of "The fat cat sits on the mat;" but all good teachers agree that this kind of reading matter is with difficulty exchanged for the folk-stories and fables it is so well that our children should read.

My own plan may appeal to some one, and so I give it at some length. As soon as my class has gained a vocabulary of fifty words recognizable in script or type in any combination, I choose a simple fable or story and write it for them in those words which are most familiar to them. The new words I use in separate sentences for class work on the blackboard until their script form is known. Then I print them with my small printing press on strips of card-

board, which are afterwards cut or dissected for individual study. Then, and not until then, are they ready for the story itself. It should be given in printed or typewritten copies preferably to script. Ten or twelve words introducing the vowel sounds found in the lesson may be taken as a spelling exercise, and later the script form of the story or part of it should be copied by the children in books kept for the purpose. Take, for instance, the fable of the monkey and the chest-nuts.

THE CAT AND THE MONKEY.—A cat and a monkey were sitting one day by the fire looking at some nuts which were left there to roast. The monkey said to the cat:

“It is plain that your paws were made to pull out those nuts from the fire. See how much your paws look like a man’s hand!”

The cat was so proud and pleased that she put out her paw to reach the nuts, but she drew it back with a cry, for the hot ashes burned her foot. Still she tried again and again and at last she had pulled out four or five nuts from the fire. When she turned to eat them she found that the monkey had eaten every one.

Words for spelling exercise: burn, turn, proud, found, roast, nuts, reach, dear, cry, try, paw, saw.

Sentence building: I saw a monkey eating some nuts. A cat likes to sit by the fire. Do a monkey’s hands look like a man’s hands? When a cat has a rat she is proud and pleased. It is fun to roast nuts by the fire. One day a monkey asked a cat to reach some nuts for him with her paw. What do we mean when we say that some one is a “cat’s paw?”

My spelling class is a very entertaining one. Every morning we read from the chart the alphabet in script letters or in type, naming the letters. “Now, give the sounds these letters make,” I say, and we go through the list again, giving two sounds for each vowel, the hard and soft “c” and “g,” and finishing with “oo” and “ee.” Then follow the other vowel combinations of “ai,” “ay,” “oy,” “oi,” “aw,” “ea,” “ou” and “ow.” Then we spell twenty typical words—the same every morning—that we may be absolutely sure of our paradigms. Here they are: “Man, mane, top, hope, pin, pine, see, may, get, dear, paid, found, cow, look, boot, boil, boy, but, age, ice.” These give us

the principal vowel sounds and are the key to all new words. Thus we have the new word "pound." We spell our typical word "found," change it easily to "round," and the next and final step, though more difficult, is readily taken. Children delight in the rhyming process, and once comprehending the value of the letters will ring the changes on every one of these twenty words. Finally I spell slowly a few words, entirely new each morning, letting the children construct the word. Thus, f-l-a-m-e. "Flame," shouts Walter. "How did you know the 'a' was long?" I ask. "I thought so because the 'e' was at the end," is the answer. A little later we shall study syllables for a few lessons, so that they may not, as did a recent graduate of one of our high schools, divide the word "enough" with the hyphen between the "o" and the "u." Then by the beginning of another year, they will be practically able to resolve any new word into its elements and to pronounce it approximately at least. This is somewhat heterodox, I know, but it has worked well, and I hope before long to see my scheme carried out in a practical primer and first reader.—*The Teacher's World*.

—IN connection with the subject of the preceding article, the following "Spelling Exercise," from the *Popular Educator*, may not be out of place:

1. Call attention to several objects and have pupils give their names. If pupils cannot name the objects selected, the teacher should lead them to notice the characteristic of each before giving the name.

2. Papers or blank books are distributed for spelling, and pupils are required to write the date of exercises above the space to be filled with written words. If papers are used, the name of each pupil should be written on his sheet.

3. The teacher writes the name of an object on the board, the pupils observe it a few seconds, and then the teacher erases it, requiring the pupils to write it.

4. When several words have been written, the teacher pronounces and spells the words, each pupil checking misspelled words. The teacher then calls for report of success.

"Those who have all correct raise their hands." "Those who have missed one word," etc.

It is well to break the exercise into three parts, by giving the correct spelling and calling for reports after each third of the lesson is spelled. It is a great encouragement to a

dull pupil to be able to make one report of a perfect list during an exercise.

5. After the papers and books are collected, the teacher calls attention to one of the objects, and then requires a pupil to spell its name orally. The teacher so continues until all the names are spelled.

By this mode every pupil may be led to observe the written form of each word with intense attention; the correct pronunciation is associated with every object, with the written, and with the oral name, and the pupils are led primarily to observe and to write words, though oral spelling is also secured.

In a graded school, all in the room may engage in the written exercise at the same time, even if two grades are in the same room. While written spelling on the physiological side comes by repetition, until the correct manual movement is fixed as habit in the nervous centres, on the psychic side spelling comes by training the pupil to observe quickly and accurately the written form.

—ACCORDING to Superintendent Maxwell, of Brooklyn, the teacher should keep constantly in view four objects in giving a reading lesson: First, to secure accuracy in reproducing what is printed, and distinct articulation; second, to have the pupils discover for themselves the thought or sentiment of what is to be read, as well as the naming of particular words; third, to cultivate a taste for what is beautiful and artistic in literature; and, fourth, to cultivate the child's power of language.

—A PRIMARY HISTORY LESSON. The children (twenty in number) were only seven or eight years old, and I wished much to hear how they would be taught history. The teacher solved the question very easily by telling them the story of Ulysses, to which she joined on, in some way that I did not quite understand, the tale of Orpheus and Eurydice. It was chiefly the latter with which she dealt, and she told it with uninterrupted ease and fluency to a highly appreciative audience. At the close she asked many questions, which were answered in a way that showed that no parts of the story had escaped attention.

I wished to hear what the teacher had to say about teaching little children history; so I asked her whether she called those stories history. Her answer (in which I fully agreed) was that stories of this kind—that is, which excite

the imagination and yet have a sort of historical foundation, and bear historical names—are the only basis you can lay for history-teaching in the case of such young children. “Better,” I enquired, “than even the history of the Fatherland?” “Yes,” she replied, “the history of the Fatherland is too difficult.” I found, in fact, that in this class there was no bothering of little children with dates, which to them could have no meaning, nor exposition of ready cut-and-dried judgment (conveyed only in single epithets) of persons about whom the children knew no facts which could warrant the judgment.

I am quite persuaded that much of our teaching of history to young children is almost immoral, as involving the systematic implantation of prejudices which take deep root, and often produce very undesirable fruits. Dr. Arnold recommended that children should be taught history by means of striking stories told as stories, with the addition of pictures, which would make the interest more varied.—*Joseph Payne.*

—TEACHER'S TEST QUESTIONS.—1. Are the pupils all quietly busy at work?

2. Is the noise in my room the noise of a confusion or the hum of business?

3. Am I interrupted by questions during recitation?

4. Am I sure that the annoyance which that boy causes me is solely his fault; am I not partly to blame?

5. Am I as polite to my pupils as I require them to be to me?

6. Do I scold?

7. Is the floor clean?

8. Am I orderly—In personal habits? In habits of work?

9. Am I doing better work to-day than I did yesterday?

10. Am I making myself useless to the pupils as rapidly as possible by teaching them habits of self-reliance.—*School Supplement.*

Books Received and Reviewed.

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

The *Canadian Magazine* certainly improves as it grows older. In fact it has now made itself worthy of the place it occupies in the van of Canadian current literature, and of the success

which, we are told in the last number, has crowned its efforts. The May number has an interesting article on "Charles Sangster, the Canadian Poet," by Dr. E. H. Dewart; an able paper on "The Future of the British Empire in South Africa," by the Hon. David Mills; one on "The Value of All-British Cables," by Danvers Osborn; chapters VII and VIII of Ian Maclaren's novel, "Kate Carnegie," for the securing of which the *Canadian Magazine* deserves much credit.

The *Monist* for April has two articles on Roentgen's Rays, one by Prof. Ernst Mach and the other by Prof. Schubert; a discussion of "The Philosophy of Money," by Edward Atkinson; a paper on "The Dualistic Conception of Nature," by Prof. J. Clark Murray, of McGill; besides the usual quota of philosophical lore by the editor, Dr. Paul Carus, and others.

The *Atlantic Monthly* for May contains, among many other interesting stories, poems, critical articles and book reviews, George Birkbeck Hill's first paper on "The Letters of D. G. Rossetti;" "The Preservation of Our Game and Fish," by Gaston Fay; "Whimsical Ways in Bird-Land," a delicate bird-study, by Olive Thorne Miller. The article of especial educational interest is one on "The Teaching of Economies," by J. L. Laughlin.

We have received from Messrs. E. L. Kellogg and Company, New York, the April and May issues of *The Practical Teachers' Library*, a most excellent series of pamphlets for teachers. The first, entitled "Mother Nature's Festival," is an exercise suitable for Elementary Grades; the second, "An Object Lesson in History," is an historical exercise for school exhibitions; they are both in dialogue form.

THE FLORAL RECORD, by E. C. Sherman, and published by Messrs. E. L. Kellogg and Company, New York, is a clear, simple and most concise classification of botanical terms. These terms are for the most part defined by means of pictures with explanatory notes. Following this classification, throughout the book, on the left hand page, is a blank form for analysis of plants showing what is to be observed, and on the right hand page a place for drawings and a blank at the bottom for a record of the class, family, common and scientific names, where found, and the date. The plan of work outlined in this little book will be found valuable as encouraging independent observation by the pupils. (The price is only 15 cents in cardboard covers.)

SHAKESPEARE'S AS YOU LIKE IT; THE MERCHANT OF VENICE; and A MIDSUMMER NIGHT'S DREAM, edited under the supervision of George Rice Carpenter, and published by Messrs. Longmans, Green and Company, New York and London. We have had occasion in former numbers of the RECORD to praise most high-

ly the series known as *Longmans' English Classics*, and all that has been said of the series applies to these latest issues. They are excellent as text-books or as additions to the school library, their textual "get up" and strong, serviceable binding, recommending them in a special manner. They are far from being expensive.

ENGLISH IN AMERICAN UNIVERSITIES, edited by William Morton Payne, and published by Messrs. D. C. Heath and Company, Boston. This excellent issue of *Heath's Pedagogical Library*, which, we are sorry to say, we have overlooked for some little time, consists of the opinions of "professors in the English departments of twenty representative institutions of the United States." These opinions appeared originally in *The Dial* during the year 1894, and thanks are due to Messrs. Heath and Company for having preserved them in book form. *Heath's Pedagogical Library*, of which, as we have just said, this is an issue, is a splendid series of books for teachers. Many of the numbers which have appeared should be in every teacher's library, and we recommend all to consult Messrs. D. C. Heath and Company's catalogue.

ADVANCED CHEMISTRY FOR HIGH SCHOOLS, by W. S. Ellis, B.A., B.Sc., and published by The Copp, Clark Company, Toronto, indicates an advanced course in experimental chemistry for school classes. Although this subject is provided for by our course of study, very few of our pupils take up the subject; but, in view of the fact that chemistry is compulsory in the first year of the college course, it might be well that more attention be paid to this interesting subject. As far as we can judge, this new text-book, by Mr. Ellis, of the Kingston Collegiate Institute, is well suited to the purpose it has in view, instruction in chemical theory, the elements and their most characteristic compounds, and elementary qualitative analysis.

Official Department.

INSTITUTES will be held this year in three places, Richmond, Inverness and Aylmer, beginning June 30th. Mr. Parmelee and Mr. Orrin Rexford will be the lecturers in Richmond. Principal Dresser will give three or four lectures on geography, a subject which he, as a geologist, can make specially interesting. Prof. Honeyman will give two lectures on observation lessons, illustrated chiefly from plants. He has made a specialty of botany, and of methods of teaching it.

At Inverness, Dr. Harper and Inspector Hewton will give a course of lectures, the former on education as a practical

developing of the whole being of the child ; the latter on arithmetic and geography ; while Prof. Kneeland and Inspector Parker will work together at Aylmer.

Fuller particulars regarding the subjects will be given in the next issue of the RECORD.

AUTHORIZED COPY BOOKS.—There are only two series of copy books on the vertical system authorized for use in the Protestant Schools of this Province. They are Jackson's, published in London, England, and Grafton's, published in Montreal. It is said that another series has been largely introduced into our schools under the impression, on the part of the buyers, that it was authorized. Undoubtedly the publishers have, directly or through their agents, created this false impression and pushed their books in the hopes that authorization would soon come. The fact that there are only two series of vertical writing books for use in our schools should not be overlooked by school boards or by teachers.

THE June examinations begin this year on the 1st of June.

The University Board of Examiners requires all candidates for the A. A. certificate to write in a specially prepared book which may be had from Renouf & Co., St. Catherine Street, Montreal, at two cents a copy. One book is needed for each subject. This was announced last year in a circular letter from the Secretary of the Department of Public Instruction, but as the publisher did not know that the regulation was general, he had prepared only books enough for the City of Montreal, and had quoted them at two cents a copy. He was obliged to make an extra issue, for which he asked a higher rate. He assures the editor of the RECORD that the books may be had this year, in large or small numbers, at the price mentioned. The pupils who write for the second grade academy or in lower grades may use ordinary paper as before.

DEPARTMENT OF PUBLIC INSTRUCTION.

His Honor the Lieutenant Governor has been pleased to appoint, on the 4th of March (1896), Mr. Guillaume Poulin, school commissioner for the municipality of Saint Romuald de Farnham, county of Missisquoi, to replace Mr. L. E. S. Choquette, deceased.

25th March.—To detach lots Nos. 7 to 20, both inclusive, and 37 to 63, both inclusive, of the cadastre and book of reference of the parish of Sainte Madeleine de Rigaud, from the school municipality of the “Village of Rigaud,” Vaudreuil county, and to annex them to the municipality of the “Parish of Rigaud,” same county, for school purposes.

To appoint Messrs. Joseph Crevier, son of Joseph, Orphir Rouleau, Félix Paquin, Eustache Brunet and Jean Baptiste Poudrette dit Lavigne, school commissioners for the municipality of the village of Senneville, county of Jacques Cartier.

27th March.—To appoint the Reverend Father Nazaire Servule Dozois, O. M. I., school commissioner for the municipality of the city of Hull, county of Ottawa, to replace the Reverend Father Ludger Lauzon, O. M. I., who has left the municipality.

11th. April.—To erect into a school municipality, under the name of “Saint Maxime,” the parish of Saint Maxime, situate in the counties of Beauce and Dorchester, with the same limits as are assigned to it by the proclamation of the 19th December, 1895; as also the lots from number thirty to number fifty-three, inclusively, of the cadastre of the parish of Saint Bernard, in the county of Dorchester.

This erection to take place on the first of July next (1896).

THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC.

No. 5.

MAY, 1896.

VOL. XVI.

Articles : Original and Selected.

COLLEGE DISCIPLINE. *

BY REV. THOMAS ADAMS, M.A., D.C.L., PRINCIPAL OF THE UNIVERSITY
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Both the words which go to form the title of this paper are very interesting in their derivation and history, and both admit of a variety of meaning. We have all, for example, heard of the "Marshalsea College," of which Mr. Dorrit was so famous a member, and in that connection we find that college is an equivalent for "debtor's prison": in a town of Western England a court, or collection or row of houses, sometimes double, sometimes single, with a narrow footway at right angles to the street, is called a college, and these colleges are crowded like the "wynds" of Edinburgh. The word "college" is often used of guilds or corporations, as the Herald's College, College of Physicians or of Cardinals.

The following definition has been given of "college":—"An endowed and incorporated community or association of students within a university." This I take to be an imperfect definition, as I hold the essence of a college to be not the collection of a body of students but the collection of teachers and taught; both divisions being necessary and

* A paper read at the 34th Annual Convention of the Ontario Educational Association in Session with the Dominion Educational Association.

complementary. A voluntary association for the purpose of self-culture cannot be called a college from the point of view of this paper ; as, for example, a correspondence class or Chautauqua circle. The college I mean must not only have teachers and pupils, but must be collected together either for purposes of tuition or residence, or both, and hence the corporate body of persons involved in the idea of college requires the institution of a house founded for the accommodation of the associated persons whose object is learning or teaching. College suggests university. A college and a university are by no means convertible terms. The origin of the colleges in such universities as Oxford and Cambridge was in great measure that they were founded to afford food and lodging to poor students, they were more what we should now call hostels at first. As colleges, they did not at first subject their inmates to regular discipline nor order their studies. The residents would attend the lectures of the learned men whom the university had drawn to itself, such as Duns Scotus, with his thirty thousand scholars at Oxford, or, later, Erasmus at Cambridge. Perhaps it is not generally known that of these large numbers many were very young ; of school age in fact, and that a rule was once passed that no one under twelve should be allowed to attend. The students would not at first have lectures in their colleges ; the college was the temporary lodging rather than the intellectual home of the student. In this connection a college presupposes a university ; a college is the feeder of a university, not the university itself. The primary object of a college on this system is not teaching, but " the maintenance in an incorporated society of some of those who came to profit by the teaching and other advantages of the university." We may note here that " college " appears to have been very early applied " specially to the houses of religious orders where were accommodated those youths who meant to devote themselves wholly to a religious life"—that is a separated religious life. No doubt the distinction between college and university is more marked in the older universities than on this side of the Atlantic, yet here a college and a university are by no means synonymous terms. A person may be a member of the college without having any real status in the university ; for the university status of the undergraduate is imperfect. The undergraduates are of the univer-

sity rather than in it. The undergraduates who have matriculated are full members of the college, but not fully members of the university. Those who have the franchise, the full graduate standing, form the university. The undergraduate students form the material out of which the members of the university will be made; nor do they by any means become in all cases members of the university. They are potential rather than actual members. A college might be special or technical, or might teach only one kind of subject. A university must have varied faculties. Even at such universities as Cambridge, the university is not equal to the sum of its colleges, but has a corporate life of its own quite distinct from the life of the colleges. So there might be university discipline as well as college discipline. To university life in many ways the colleges contribute; but universities can exist without colleges, though colleges of the kind I mean must have a university to work in them, to inspire them, and to regulate them, and, where there is a plurality of colleges, to co-ordinate them. Thus, whatever college discipline may be, it will have a different setting or even interpretation according to the view we take of college life and of the nature of a college.

College discipline includes the due subordination of all, whether members of a college or a university, who have not reached adult standing in that college or university: all in the pupil stage.

If the word college is thus interesting, so is the word discipline. I find that discipline implies order, teaching, training and restraint. It really means the state of atmosphere in which a discipulus or pupil should exist. It is the note characteristic of the scholar in whatever grade of the educational arena he may find himself. "Doctrina" is what the teacher gives, and is the atmosphere in which he lives. "Disciplina" is the sphere of the taught. Discipline can be used in a wide sense and in a narrow sense. It may refer broadly to mental and moral training; it may refer to the same matter exactly as the doctrina referred to above; the words as they leave the teacher being doctrina, as they reach the pupil they may be disciplina: something to be received, grasped, learned, and inwardly digested. The word discipline has not generally been so much used of the matter taught; it is used rather of the subordination of the taught, the training to act in accordance with rules—

whence we have military discipline, monastic discipline, scholastic discipline, college discipline.

The spheres of discipline sometimes clash: soon after the Cambridge volunteers were organized, a well-known college don, fellow of his college, who was a private, left the ranks at the hour of his college hall without asking permission to fall out from his superior officer, who was an undergraduate. After some hesitation the don apologised to the undergraduate for the breach of military discipline, and great good resulted to college discipline from the frank way in which the apology was given.

“ He openeth also their ear to discipline.”

“ Their wildness lose, and quitting nature's part,
Obey the rules and discipline of art.”

Discipline implies subjection to rule, restraint, submissiveness to control, obedience to rules and commands; a college or school is under good discipline not only when its minutest rules are implicitly obeyed, but also when the body of those who are in the state of pupilage readily respond to the helm; when there is a discipline of the will as well as a discipline of the outward act; when the heart guides the head and the hand and the feet of those who are under the rules; when there is an enthusiasm for duty; when officers and men co-operate heartily with each other. Milton says that “discipline is not only the removal of disorder, but if any visible shape can be given to divine things, the very visible shape and image of virtue.” The best college discipline is a kind of corporate virtue, a kind of collective conscience, involving courage, subordination, co-operation, obedience, zeal for the promotion of the highest life, anxiety that there shall be no loss of effectiveness through friction and pettiness or through the assertion of the individual will to the detriment of the general good.

Discipline sometimes, for want of the true thing, becomes that which is rendered needful by its absence when it becomes correction, chastisement, punishment. Under this heading we could once place the disciplinarius which was a scourge for penitential flogging, while a disciplinary belt was one to which are attached sharp points which penetrated the skin. It may seem amusing to refer to such details of punishment at this time of day; but not so many hundred years ago college statutes at Cambridge included a refer-

ence to the whipping of undergraduates at the buttery hatch of the college, and I am not certain that these statutes have ever been formally repealed. It is known to me that within the last two or three years the dean of a college at Cambridge did give an undergraduate a caning in lieu of exacting a fine, and this at the request of the undergraduate himself. This may have been pleasing to him, but it did not satisfy the college authorities, who promptly called for the dean's resignation. The incident shows that possibly the old flogging enactment is still unrepealed in the letter. The undergraduate of this story was like many boys who would choose the swift, sharp stroke rather than a more tedious form of punishment. It is not in my province tonight, though it is allied to my subject, to discuss the question of corporal punishment; but I may be pardoned for saying that after twenty-two years' experience I would say this branch of punishment should be in the hands of the head master alone, and that he should very rarely, if ever, exercise his prerogative. Strong and kindly and faithful admonition will cause tears even sooner than blows. What we want to produce in the refractory is penitence, not pain. It is just as likely by this form of punishment that we shall harden our pupils as that we shall break them in. To some natures it seems to do no harm, for Bishop Hannington, the heroic martyr of Uganda, is said to have been caned at school as often as ten times a day. Again, at Winchester college, founded by the benign and learned Wykeham, even in our own day the practice of tunding (*tundo*, I beat, I strike repeatedly, I produce a contusion) has been permitted, I believe, to the prefects or monitors as a means of disciplining the younger boys. These methods do not approve themselves to me, even when defended by such champions as Bishop Ridding.

Is it not the more excellent way that in the true training of the child, so soon as some one who cares for the child (for no one else is fit to be an educator) can show that child that his wrongdoing or moral shortcoming is a source of mental pain to himself and of injury to the child, then there will be little need to inflict physical pain upon the child. Infinite trouble must be taken in the training and corrective process. And just as we would minimize physical punishments for younger pupils, so would we minimize all punishments for college students tending to degrade or

humiliate. For the exercise of college discipline, moral qualities are required rather than mental endowments.

We notice here that the discipline of residential and non-residential colleges will vary considerably. The residential system brings with it greater scope for discipline, as then the whole life of the student, not only his working hours in the college lecture rooms, will be matter for discipline. For, as far as my individual view is concerned, I must express a decided opinion in favour of gathering men into residential halls as likely to conduce more to good discipline and wholesome corporate life than the scattering of individual students over a city; and if this can be done, it should be done under religious influences; for at no age should religion be kept more attractively before the individual than in those formative years of college life. The corporate life of residential colleges will be a more varied and richer thing than that of the non-residential college. There will be the discipline of the house as well as of the class rooms. In Oxford and Cambridge this is carried very far, and most of the colleges are closed for ingress or egress after ten o'clock at night. There are huge doors, like those of an ancient castle; you instinctively look for the moat and the drawbridge; you do see the very formidable-looking spikes on the walls.

A story is regularly told of some unexceptionable and grave personage, such as Dr. Jowett, Master of Baliol, how, when an undergraduate is caught and the torn state of his dress, or it may be of his flesh, betrays him, the sage master says: "Sir, we managed better in our day; we surmounted the spikes on a saddle." The spikes are still there. The castellated array, the prison like appearance suggests a stern and real aspect of college discipline—a true restraint. When the colleges overflow and some of the students are allowed to live in lodgings, the landlady is converted into a janitress, and woe be to that lodging-house keeper who tampers with the strict college regulations. The lodging-house is converted into a miniature college outpost or fortress.

These details, even if interesting, must not keep us from the main point, namely: What is to be aimed at and what can be secured in college discipline? We must premise here that the interests of authorities and students are really the same. For the existence of the college we have found

as essentials: (1) authorities; (2) those under authority. They are co-ordinately essential for the existence of the college. So far as government is concerned, the authorities must be paramount, the pupils subordinate. No doubt the authorities will endeavour to seek the well-being of the college as a whole, and the well-being of the students especially. Here a distinction occurs to me between two classes of colleges, in the first of which there are two classes only to consider, namely, the faculty or the master and fellows who govern the old colleges, and the graduates and students not on the governing body. The college is then self-governing in that some members of the college govern the college. There are, secondly, other colleges, most on this side of the Atlantic, I believe, which have a governing body who need not be members of the college. The teachers then are governed as well as the pupils. In a well-known American college there are three sets of persons more or less engaged in the government of the college: (1) the fellows—a small and very powerful body, generally graduates; (2) the overseers, who represent an early historical body, but who are now elected by the graduates; (3) the faculty. Discipline is in the hands of a dean, who in all important cases consults the president; and the decisions of the dean can be reviewed by the faculty.

Where there are governors other than the faculty, these governors do not directly govern the students, though the rules under which the pupils are have been approved by them, and the method by which the teachers govern and teach their pupils is subject to the criticism of the governors. The maintenance of college discipline may probably be regarded as more complicated and difficult in these colleges than in the colleges of two dimensions so to speak. The colleges of three dimensions will be harder to keep in harmony, as there are chances of difference between the governing body and the faculty. This will increase the difficulty of carrying on discipline, as there will be chances of misunderstanding between the governing body and the faculty as well as between the faculty and the student body.

(To be continued.)

Editorial Notes and Comments.

THE first competition in connection with the beautifying of the school-grounds of our superior schools will take place this year, the final award to be made in the month of September. It is understood that the school inspectors will make a selection of the best kept grounds of any model school or academy in their district during the month of August, and from the seven selections thus made, the final decision will be given by the Inspector of Superior Schools in the month of September. There will be in all three prizes; and the award will be made on (1) the spaciousness of the grounds, (2) the separation of the ornamental in front from the ordinary play-ground, (3) the approaches and fences, (4) the out-houses hidden away behind shrubbery, (5) the number of trees planted and their arrangement, &c. This movement will no doubt recommend itself to those who deem the school one of the instruments that can be employed towards the improvement of a community. The old education that knew little or nothing of the æsthetic is fast disappearing from our midst, and every community should encourage the school authorities to make of the school environment a beauty-spot in the community. According to the terms of the competition, every superior school in the province can take part in the competition with a final prospect of taking one of the three prizes.

—BY the time this number of the RECORD has reached our teachers, the June examinations will be over once more, and the excitement attending them will have modified itself into the expectancy as to the results and general unrest which make the doing of the regular class work, anything but a success. During the time between the termination of the examinations and the closing of the school for the summer holidays, most of our teachers will have their pupils busy preparing the specimens to be sent in to the Department of Public Instruction. Still it is to be presumed that the majority of our teachers and pupils will be wistfully looking forward to the two months' recess which seems to come as a reward for the year's hard work in the classroom. The question readily arises, what shall we do and how and where shall we spend the coming vacation? The best *general* answer that can be given to this question is, see that you get a change, if at all possible. Every teacher

should have a change of some kind. Those who have spent the long school session in the country should try to take an outing in the city, if one may use such an expression; those who have been tied down to the city should spend a few weeks in the country. Many of our teachers—all who conveniently can, we do not doubt—will attend Principal Dresser's summer school at Richmond, or the great educational meeting to be held in Buffalo during the first week of July, and to which reference is made elsewhere in this number. Many will spend a few weeks of their holiday, adding to their collections, geological, botanical or entomological. But ideas will easily present themselves to those who have the desire and the opportunity to carry them out. And whatever they do and wherever they do it, we hope that all our teachers and pupils will have a pleasant vacation and will come back in September competent in mind and body for the work of a new year.

—THE Annual Convention of the National Educational Association promises to be an event of which the people of Buffalo will have reason to feel proud. The entertainment of the members is in the hands of a local executive committee who are *already* doing everything to make the preparations all that can be desired. The reception committee, of which Mayor Jewett is chairman, will consist of no less than three hundred members, mostly principals and school teachers. Members of the committee will meet every incoming train, and conduct the visitors to the business head-quarters in the Ellicott Square Building, where places will be assigned them, and whence they will be taken to their places of entertainment. The people of Buffalo declare, through their committee, that it will be their aim to give every person who attends the N. E. A. a royal reception, the best of cheer in its highest sense while there, and a God-speed on his homeward journey. The city has been laid off into districts by a competent committee, and thoroughly canvassed for suitable homes in private families for the teacher-guests. Altogether, every care will be taken to make the visit a memorable one. The secretary of the committee is Albert E. Smith, Esq., of the city where the great convention is to be held.

—LAST month, we had occasion to refer to the evidently unsatisfactory state of affairs existing in some of the colleges in the United States. Most of the American educational

magazines have taken notice of the disgraceful occurrences which have of late been reported in the newspapers, and most of them acknowledge that there must be a weak spot somewhere in the discipline and government of the institutions which have been the scene of such examples of lawlessness on the part of the students. Since the last appearance of the RECORD, the news comes that "the students of the Ohio Wesleyan University went on a strike recently at chapel time. One thousand students gathered at the chapel entrance and then deliberately marched away. Some preparatory students who allowed their zeal to run beyond the bounds of reason, battered down the signs of merchants as they passed along the streets in the line of march. The cause of the strike is said to be that the faculty have disappointed the college glee club, which has arranged a long western tour under the approval of the faculty, and now just on the eve of making the tour such conditions are put upon them as to make it barely possible for the tour to be made." Comment scarcely seems to be necessary.

Current Events.

THE annual closing exercises of the McGill Normal School took place on the 29th of May. Dr. S. P. Robins, the principal of the Normal School, in reading his annual report, stated that at the beginning of the session there were received into the several classes 21 men and 163 women. Of this number 6 men and 6 women had passed the examination entitling them to academy diplomas, 5 men and 56 women had gained model school diplomas, and 3 men and 60 women had secured elementary diplomas, making a total of 137 diplomas granted. He also drew attention to the great need which existed for a house of residence for the female students, where they could all live under one roof, be supervised by a competent head, and instructed in household economy and domestic hygiene, and at the same time merely pay the net cost of living in a well conducted boarding-house. He sincerely hoped that the day would come when some of the merchant princes of Montreal would see their way to erecting such a building. He knew that it was difficult for men of means wisely to aid by their contributions any establishment over which the Government had control, but he thought that such a

building as he had reference to would be independent of the authority exercised by the Government over the school itself. Mr. G. W. Parmelee, Secretary of the Department of Public Instruction, presented the medals, diplomas and prizes to the successful students.

—ON the same occasion, addressing himself particularly to the students, Professor Kneeland spoke of the diplomas which they had just received as opening to them the doors of a profession second to none in the wide world. It was the crowning day for the student, but the commencement day for the teacher. The students had been running in the race for the prize, the teacher entered upon the race with high hopes, lofty ambitions and a determination to leave the world wiser and better than he or she found it. He impressed upon them the importance of the manner in which they would proceed to teach their pupils, and the first duty was to maintain order, for, without that, teaching was practically useless. It was not the clergy who were required to instruct the young, nor the Sunday-school, but the duty fell to the lot of the public school teachers. In conclusion, he hoped that the entering of the students upon their new sphere of life was to bless humanity, to banish distress, to alleviate the woes of mankind, and to light and lift up the hearts of the young people.

—ANOTHER of our municipalities has decided to provide ample accommodation for school-work by the erection of a new building. The Protestant School Commissioners of St. Lambert have completed arrangements for the construction of a school-house to accommodate 250 children. The building alone is to cost from \$7,000 to \$9,000. Besides the six class-rooms, there are to be wide corridors, rooms for the teachers, cloak-rooms and ample lavatories in the basement for both boys and girls. The basement will be concreted as a play-room for wet weather. Provision is also to be made for the separation of boys and girls. The new school-house will be of brick on a stone foundation and is to be so constructed that an additional wing can be erected without interfering with the original building.

—THE *Globe*, of St. John, N. B., says: Morrin College, Quebec, of which Rev. Dr. Macrae is the new principal, and Mr. Crocket, the late chief superintendent of education, one of the professors, is likely to have another New Bruns-

wick professor. The chair of chemistry and experimental physics will, it is understood, be offered to E. A. Macintyre, the well-known chemist of this city. Mr. Macintyre, who took a thorough course of chemistry in Germany, is in every way well qualified for the position, and will prove a valuable member of the staff of the college.

—THROUGH the munificence of a prominent merchant of Boston, whose name is not made known, Harvard University is to have another department added to its medical school, that of comparative pathology. The benefactor advances the sum of a hundred thousand dollars for the endowment of the wing.

—FROM the last report of McMaster University, Toronto, we learn that the enrolment for last year showed thirty-four students in the theology department, arts one hundred; Woodstock, a hundred and thirty-seven; Moulton, a hundred and thirty-four, making a total of four hundred and five, an increase over last year of forty-one.

—THE Ontario normal schools, remarks the *Journal of Education*, London, England, seem to be prosperous institutions. The account of his procedure given by the principal of that at Toronto will serve to show that all is in order here. After the students have observed the teaching in all classes in the model school and the general work in the kindergarten, they are prepared to begin to teach under the directions of the teachers in charge of the different divisions. But observation does not cease. During the whole session, every time the students teach in the model school, they observe a lesson taught by the teacher in charge of the division. And, in addition to this, once during the session each teacher in the model school brings his or her class into the normal school and gives a model lesson before the whole of the students. While great stress is laid on the observation of the methods of competent teachers, every care is taken to prevent mere imitation, for it is surprising how bad a teacher's work may be when imitating a good method. We commend the last sentence to the attention of our readers. To our regret we cannot find that there is any establishment especially devoted to the training of teachers for higher schools. In the department of pedagogy in the University of Toronto only four candidates were examined.

—A TIME of prosperity seems to have arrived in the history of Stanford University. After three years' litigation over the estate of the late Senator Stanford, Mrs. Stanford has at last been able to pay the bequest of \$2,500,000 which the senator left to Leland Stanford, Jr., University. The bonds transferred to the university draw interest at the rate of \$10,000 a month.

—IN his last annual report, Dr. W. T. Harris, the United States Commissioner of Education, shows that nearly a quarter of the entire population—an aggregate of fifteen million pupils—is enrolled in schools and colleges. There are 235,000 school-houses, valued at nearly \$4,000,000,000; 260,000 female teachers were employed, as against 122,000 male teachers; school expenditures during the year amounted to \$163,000,000.

—IT is stated that the total amount given to churches, schools, colleges, libraries, and other public charities in America, during 1894, was \$19,967,116, and that in 1895, this was increased to \$28,943,549.

—ONE of our exchanges gives us to understand that Columbia College is making a new departure. After this year a knowledge of Greek will not be required for entrance to the college nor for the degree of bachelor of arts. We cannot vouch for the truth of this report.

Literature, Historical Notes, &c.

A PEN SKETCH OF THE IDEAL WOMAN TEACHER.

BY MARGARET W. SUTHERLAND.

A certain club sent me at one time a request for a description of the ideal teacher, to be given in about three hundred words. It occurs to me that some of my reader friends may care to know what I wrote in answer to the request. It was as follows:—Thinking that others may describe for you the ideal man teacher, I shall attempt the ideal woman teacher, although it is as difficult to describe her in words as it is in a photograph to do justice to a woman whose chief beauty is in her expression. In the first place, every characteristic of noble womanhood is hers, since we teach as much by what we are as by what we do. Good health, good common sense, tact, winning manner, a

good voice, and a strong, sweet character, are the first qualifications of a teacher. All else, all that does not belong to true womanhood, is the professional side of the ideal. Without the professional characteristics she may be an ideal woman; she cannot be an ideal teacher. She must have scholarship,—not necessarily the broad and deep knowledge of the savant, but that knowledge which comes from education in a good secondary school followed by careful study of every subject to be taught, in its connection with other subjects; a knowledge of what are the best books and a loving interest in them; a wide-awake interest in current events; a knowledge of psychology, derived from the study of boys and girls and supplemented by the observations of wiser thinkers than herself, found in standard works on the subject; a knowledge of what the best men and women of her profession in the past have thought and done, and what the leaders of present times are thinking and doing in the cause of education. If she has a truly professional spirit, she will wish to meet with fellow-workers in local, county, district and state associations, both to receive and give.

She must have a well-disciplined mind gaining all the time in power to acquire fresh knowledge, to assimilate it and wisely use it, thinking more keenly and feeling more warmly as the years go by. From wise observation of the effects of her work which she has based on her knowledge of the principles governing the development of soul, she must constantly increase in skill in teaching, becoming, indeed, an artist instead of remaining an artisan. She ought to have an eminent degree what Pestalozzi calls a “thinking love” for children.

To the stimulation which ever comes from an earnest soul, should be joined the stimulation of the “word fitly spoken.”

“ With halting, without rest,
Lifting Better up to Best;
Planting seeds of knowledge pure
Through earth to ripen, through heaven endure.”

THE ISLE OF CUBA.

England and Australia are the only islands that exceed Cuba in natural resources, and the former would not be an exception if it were not for the riches of her prodigious de-

posits of coal and iron. Under all the disadvantages that misgovernment can inflict, and with a vast share of her soil untouched, Cuba produces, when not wasted by war, about one hundred million dollars' worth of sugar and tobacco annually, and there is a prodigal luxuriance of fruits and forests, while her mountains are reservoirs of minerals, and her rivers and shores swarm with fish. There is no more exquisite feature in any landscape than the royal palms, and the orange trees, never touched with frost, are loaded with golden spheres, and the clusters of bananas cling under feathery foliage, while the green cocoanuts hang high, each containing a quart of pure, sweet water; and where the soil is not a deep, dark red, it is so black that it shines as if oiled. Around the coral shores is the snowy surf of seas matchless in color, and over all the exalted arch of the sky, with a delicate tint of indigo, spotted with stars that are strangely brilliant, and the procession of the constellations moves with unutterable majesty; and one sees the all-searching beauty of the firmament, and finds new meaning in Paul's line with the divine inner light in it that tells that the stars differ in glory, and in Byron's that gives the glorious image of womanhood:

" She walks in beauty like the night of cloudless
climes and starry skies."

The geographical position of Cuba is that of Guardian of the Gates of the American Mediterranean. Glance at the map and see how she is posed between Florida and Yucatan, and that her southern shore confronts the Caribbean sea, whose waters, famous in history, are storied with romance, from the days of the Caribs with their brave canoes, and the adventurous discoverers who plowed the sea with lofty prows driven by the trade-winds, the Spanish galleons, too, freighted with the gold and silver of the New World, and pirates whose heroism gave a glamour to their crimes; and the giant fleets of England and France that with the contending thunders of the broadsides of their liners disputed the command of the ocean that held the incomparable Indies, until at last (April 12, 1782,) the British admiral Rodney avenged Yorktown at Gaudaloupe, and, Froude says, tore the Leeward Islands from the French, and saved Gibraltar and Hasting's Indian Empire to the English.

It was from Cuba that Cortez and De Soto set forth to the conquest of Mexico and the discovery of the Mississippi, and in Havana that the Pakenham expedition that attempted to possess Louisiana, in 1815, paused to recuperate after the slaughter before New Orleans.—Murat Halstead in *Review of Reviews*.

Practical Hints and Examination Papers.

AN ORDERLY ROOM.

BY RHODA LEE.

“A PLACE for everything, and everything in its place,” is a maxim nowhere more necessary than in the school-room. Unless the rule be constantly impressed and observed, disorder and much waste of time will inevitably follow. Picture a room in which the rule appears to be wanting: books litter the window sills, the boards are half cleaned, maps and other specimens of work are pinned to the wall without the slightest semblance of order, the teacher’s desk is covered with odds and ends of various kinds, and the children’s desks are likewise untidy. Another picture shows a room of a different character. An open cupboard door reveals neat rows of books, boxes, papers, and other materials; window sills are bare but for a half dozen house plants standing in shining saucers. On the teacher’s desk are arranged the books and material necessary to the day’s work, while the children have nothing on theirs but the slate and pencil.

Comment on the order and general working of these two classes is unnecessary. Disorder in these external matters does not bespeak orderliness of spirit, but rather the reverse, and there is no doubt as to the effect upon character of a strict observance or orderliness and neatness in all things. Try to have the children take a pride in their room, and encourage them in every effort to make it pleasant and attractive. Though nothing be done towards decorating, it can be kept clean and neat. If this spirit prevail there will be no hats on the floor, no papers about the desks, no dirty slate cloths (sponges and a clean rag should be the rule), and no untidy desks. There will be pictures on the walls and on the unused blackboard, plants in the windows, and perhaps a flower glass on the teacher’s table.

In the early summer, when wild flowers and shrub blossoms are plentiful, the children take great delight in bringing their bouquets to "the teacher," and it is sometimes difficult to know what to do with them all. I have always provided myself with two or three earthenware jars to hold this deluge of flowers, for of course none can be discarded. They hold a great deal, and make a pretty ornament on the window sill, where there is no danger of the water being spilled.

It is a great deal easier to keep everything in its place than we sometimes think. All that is necessary is to return everything to its accustomed place as soon as we are done using it. "Order in everything" must be our motto if we would have a successful school; the order to which love, sympathy, and regard for others are the incentives. The influence of orderliness in these so-called small matters reaches far beyond the school walk and the school life, and cannot be too highly estimated.—*Educational Journal*.

—As a supplement to the hints just given about orderliness in the school-room, we reproduce what the *Educational News* has to say about a very commendable movement which is on foot in the schools of some of the cities in the United States—a movement which we should like to see general in this province. It is to make the school-rooms pleasant by decoration. In cities and towns, where the rooms are kept moderately comfortable the week round, there seems to be no good reason why there should not be potted plants and flowers present all the time. Of course this might not be possible in schools of the rural districts where fires are allowed to die down on Friday afternoon, and take a two days' recess, but even here decorations of another character may be placed on the walls, that will add greatly to the cheer of the room, and contribute not a little to the good management of the school. Among these decorations might be useful cabinets of leaves, of minerals, of specimens of wood and grasses that could be used profitably in the object lessons and nature study. Wreaths of evergreen or even autumn leaves surrounding pictures cut from illustrated magazines or papers would help to enliven the appearance of the room, and some of the best map drawing of the children might be used for the same purpose. If an artistic drawing, or a copy of some standard work of art, can be secured through the generosity of neighbouring citizens,

all the better ; it will cultivate the taste of the children to enjoy the best. Of course teachers as a rule feel that no help of this kind can be secured, but will it not pay teachers to make an effort to secure the help? Those who are willing to make the effort are usually rewarded because the public, especially the philanthropic, believe them to be interested in the welfare of the school, and thus interest on the part of others is aroused.

—HOW I REACHED ONE BOY.—When I began teaching in L——, I had in my room that dreaded object, a mischievous boy. He was not a bad boy by any means, but his whole mind seemed to run to fun. My work was constantly interrupted by Bert's mischief, and failure seemed sure unless something could be done with that boy. After careful thinking I concluded that moral suasion would do no good and resolved to try severity. I punished until it seemed as if he must of necessity reform, but he only grew worse. My method could not be the right one and so I stopped using it and began to study the case seriously. One day I asked the children all to leave the room at recess excepting Bert. When we were alone I called him to me and explained to him that fun harmless in itself would ruin a school. Then I talked about influence. Told him I knew him to be a splendid boy when he controlled his love of mischief. Told him how hard it was for me to govern the others when they saw him disorderly. Here he began to show signs of interest, so I continued to show him in what a difficult position he was placing me and ended by asking, "Won't you try to control your love of fun for my sake, Bert?" The reply came slowly, "I never thought of it like that, Miss Dean, I guess you won't have any more trouble from me." Bert was only an ordinary boy of fourteen, punishment failed, but the idea that he was doing it for me and that I needed his influence in the school was a new idea, and it conquered.—*School Journal*.

—ONE of our exchanges asks the pertinent question, "Do we give sufficient attention to the postures which children habitually assume in standing or sitting?" Of course all say with one accord that in the education and development of the child there is no influence more potent than habit. We also recognize as valid the fundamental law, a dictum of modern psychology, to the effect that mind and body are under a relationship of reciprocal causation—that body acts

on the mind and mind acts on body ; that no bodily change can occur without modifying the mental states and the flow of ideas, and likewise that the mental states in their ceaseless change continually modify the bodily functions in their exercise. Putting the two principles together, viz., the principle of habit and that of the reciprocal relations that obtain between mind and body, can we not see that the repetition of physical postures and movements has the power to modify and reorganize the shape of the body, and also to inhibit or accelerate the flow of ideas ?

—INTEREST is the natural and appropriate means leading to learning ; and since interest is the appropriate and necessary motive for real and effective study, it becomes a duty to develop interest. The primary condition of arousing interest is a well-nourished, vigorous brain. There is little use trying to develop a strong, healthy interest in anyone whose physical processes are feeble or deranged. We must not demand a steady, constant flow of interest. If we would call for strong, earnest action, we must give place to relaxation. The teacher who requires his pupil to be at his best all the time, never gets the best out of him at any time. Give your pupils that to learn which will fit them. What they ought to learn depends on what they are prepared to do and to feel, as well as on the intrinsic value of the matter. Interest is contagious. Cultivate in yourself sympathetic interest. Manifest your interest in your pupils freely and warmly. Be sincerely interested in their efforts. Show them how you wish them to succeed. When a pupil has struggled bravely with his little task and has accomplished it, do not mind if an exclamation of sympathetic joy escapes you. “ Well done, my boy ! ” uttered in a really triumphant tone, has sent the blood thrilling through many a boy’s veins and made his heart throb with a bounding joy.—*W. E. Wilson.*

—IN looking through a series of examination papers on the various school subjects, in the May number of the *Journal de l’Instruction Publique*, the headings of two of the papers attracted our attention. We are convinced that the underlying principle in them is sound ; and we have no doubt that these “ subjects ” might be incidentally introduced into our school curriculum with much advantage. The first paper, for which one-half hour is allotted, is on “ Epistolary Art ” ; and the questions are :

1. What rules are to be observed in writing business letters ?

2. How are letters of request to be written ?

3. What is understood by a letter of condolence, and what should be its character ?

4. What bearing should one take in writing a letter of apology or excuse ?

5. Is it permissible to ask those to whom we write to pay our respects to others ?

The second paper to which we refer is one on "Manners." One half-hour is allowed for the answering of this also. The questions are :

1. When the person presiding at table asks, before serving you, what you will have, what should you reply ?

2. If something has been forgotten in the laying of the table, is it polite for the guests to notice it ?

3. What rules are to be observed in the matter of wedding presents ?

4. Is it polite, while receiving a visitor, to reprimand a stupid servant ?

5. When and how ought you to excuse yourself ?

These questions are not given here as furnishing models to be reproduced absolutely, but simply to draw attention to the fact that there are many of these little things which though intrinsically unimportant, yet by reason of their power of indicating a person's good breeding, or lack of it, are so important that they should not be overlooked in the more intellectual education of the child.

—GOOD LITERATURE IN THE SCHOOL-ROOM.—Every thoughtful teacher looks with anxiety upon the worthless literature which she knows will fall into the hands of the boys and girls whose education has partially devolved upon her. How can she prevent their reading of it ?

After careful observation the writer has concluded that talking and urging the pupils not to read the pernicious stuff is of little avail. Frequently their attention is called to these books by the very warning which they receive against them ; just as the sale of *Robert Elsmere* was increased by the raid made upon it from the pulpit. The best, and, I am inclined to think, the only way to hinder the reading of poor literature is to cultivate the taste for the good.

To this end, the teacher should, during a school year, bring into her work the careful reading of at least two

standard works. This need not in the least interfere with the regular school work, but may be made to supplement it in the most valuable manner.

For example, in the sixth grade of one of our large cities, during three months of the present school year, a little time was spent each day upon the study of *Évangeline*, and with great pleasure as well as profit.

Before reading the poem, the historic event upon which it was founded was carefully studied. The people, whence they had come, their way of living in their own country, their occupations, dress, morals and manners were carefully studied in the light of history. The geography of Nova Scotia having been studied from all standpoints, the reason for the Acadians having settled in that land became apparent. The story of their life and their sad separation was learned, and then the pupils were ready to live for awhile in Acadie, and to wander with *Évangeline* in search of Gabriel.

The plan of placing before the pupil a picture, and having him talk about it, and write a description of it is generally used in the lower grades of all our schools. This being the case, the boy should now be able to look, with his mind's eye, upon the beautiful pictures drawn by the wonderful pen of Longfellow, and to talk and write of them. No artist's brush nor writer's pen has ever given us a more beautiful picture than that of Grand Pré, at the opening of the poem.

To accomplish good work in English it is necessary that at least a paragraph should be written by each pupil daily, and for this work endless topics are furnished in *Évangeline*. For example, in the first canto, besides the picture of Grand Pré are descriptions of Benedict, Bellefontaine, *Évangeline*, of their home and its surroundings, as well as the childhood and youth of Gabriel and *Évangeline*. All this, talked over and written of, will improve the child's descriptive powers, increase his appreciation of beauties which are hidden from the careless reader, and, if the meaning of words used is carefully studied, greatly enlarge his vocabulary.

After pointing out a few metaphors and similes, as for example,

“The hemlocks, bearded with moss, and in garments green,” and,

“Stand like Druids of eld, with voices sad and prophetic,”

it was surprising to see the enjoyment which the bright boys took in pointing out figures of speech and explaining their application.

We are now reading, "The Courtship of Miles Standish," and frequently the reading is interrupted by the remarks, "That's a simile," or, "That's a metaphor." I was amused the other day to find that one of the boys, who is particularly quick in discovering these figures, had received the name of "Metaphor" from his class-mates; and one of the boys remarked in triumph, when he read the lines,

"His russet beard was already flaked with patches of snow,"

"There's a metaphor, and I saw it before 'Met' did."—*School Journal*.

—WRITING editorially of the matter just referred to, the teaching of literature, the *Century* magazine gave recently the following valuable suggestions:—

We are told that the way to become a good writer is to write; this sounds plausible, like many other pretty sayings equally remote from fact. No one thinks that the way to become a good medical practitioner is to practise; that is the method of quacks. The best way to indeed become a good writer, is to be born of the right sort of parents; this fundamental step having been unaccountably neglected by many children, the instructor has to do what he can with second or third-class material. Now a wide reader is usually a correct writer; and he has reached the goal in the most delightful manner, without feeling the penalty of Adam. What teacher ever found in his classes a boy who knew his Bible, who enjoyed Shakespeare, and who loved Scott, yet who, with this outfit, wrote illiterate compositions? This youth writes well principally because he has something to say, for reading maketh a full man; and he knows what correct writing is in the same way that he knows his friends—by intimate acquaintance. No amount of mere grammatical and rhetorical training, nor even of constant practice in the art of composition, can attain the results reached by the child who reads good books because he loves to read them. We would not take the extreme position taken by some, that all practice in theme-writing is time thrown away; but after a costly experience of the drudgery that composition work forces on teacher and pupil, we would say emphatically that there is no educational

method at present that involves so enormous an outlay of time, energy, and money, with so correspondingly small a result. To neglect the teaching of literature for the teaching of composition, or to assert that the second is the more important, is like showing a hungry man how to work his jaws instead of giving him something to eat. In order to support this with evidence, let us take the experience of a specialist who investigated the question by reading many hundred sophomore compositions in two of our leading colleges, where the natural capacity and previous training of the students were fairly equal. In one college every freshman wrote themes steadily through the year, with an accompaniment of sound instruction in rhetorical principles; in the other college every freshman studied Shakespeare, with absolutely no training in rhetoric and with no practice in composition. A comparison of these themes written in their sophomore year by these students showed that technically the two were fully on a par. That is weighty and most significant testimony.

If the teachers of English in secondary schools were people of real culture themselves, who both knew and loved literature, who tried to make it attractive to their pupils, and who were given a sufficient time-allotment to read a number of standard books with their classes, the composition question would largely take care of itself. Mere training in theme-writing can never take the place of the acquisition of ideas, and the boy who thinks interesting thoughts will usually write not only more attractively, but more correctly, than the one who has worked treadmill fashion in sentence and paragraph architecture. The difference in the teacher's happiness, vitality, and consequent effectiveness is too obvious to mention.

Books Received and Reviewed.

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

The article in the June number of the *Atlantic Monthly*, of special interest, is one on "The Politician and the Public School," by L. H. Jones, Superintendent of Schools, Cleveland, Ohio. Mr. Jones, in his able discussion of the relation, which seems to be too close in the United States, between politics and teaching, brings to light many strange

facts. The other contents of the number are fully up to the *Atlantic's* high record in the field of current literature. Olive Thorne Miller has another of her delightful bird studies, this time on the humming-bird—"The Bird of the Musical Wing." Among the book reviews is a most able one of John T. Morse's "Life and Letters of Oliver Wendell Holmes."

The *Hesperian* is the name of an extremely bright quarterly magazine published at St. Louis, U. S. A. One of its reviewers has called it "iconoclastic," and it certainly has attacked some of the *fin de siècle* writers who have been imagining themselves the idols of the great reading public. The *Hesperian* has reached its ninth number and seems to be prospering. In the May-July number there is a clever discussion of Ibsen and Tolstoi; and another (of the iconoclastic type) on "The Erotic School of Mrs. Ella Wheeler Wilcox and the Idiotic School of Mr. Stephen Crane." In the case of the latter the writer seems to have proved the appropriateness of the epithet used.

Our old friend *Intelligence* has changed—for the better—its form and outward appearance. *Intelligence* is one of the best of the American educational journals. The number of the 15th of May is a special N. E. A. one and contains much information relating to the coming great educational convention at Buffalo. *Intelligence* is published by E. O. Vaile, at Oak Park and Chicago.

Studies in Education is the title of a periodical to be issued in July. It will be edited by Earl Barnes, Professor of Education in Leland Stanford Junior University, California, and will be published by the university. We have had a look at the first number and are much pleased with the tone and general appearance of the studies. It is intended to continue the series as a monthly publication for ten issues, after which it will be discontinued. The last number will contain an index and full table of contents. (Cost for the year one dollar, or fifteen cents a number.)

THE GERMAN SCHOOL SYSTEM, by Levi Seeley, Ph. D., and published by Messrs. E. L. Kellogg and Company, New York. Dr. Seeley entitles his new book "The Common School System of Germany and its Lessons to America." He is well qualified to write on the subject and to point the moral, having made a personal inspection of

schools of different kinds in all parts of the empire. This book, which is the latest addition to *Kellogg's Pedagogical Library*, contains much to interest and instruct the teacher. (Printed on heavy paper and strongly bound in cloth, \$1.50.)

THE SCHOOL SYSTEM OF ONTARIO, by the Hon. G. W. Ross, LL D., Minister of Education of that province, and published by the Messrs. D. Appleton and Company, New York. This, as one of the latest volumes of the International Education Series, brings the subject of educational progress in Canada into close relationship with the great educational movements of the world. The work has an introductory preface by the learned editor of the series, Dr. W. T. Harris, Commissioner of Education for the United States. The book itself will be a boon to those who wish to understand the development of the Ontarian system. It is written in an attractive style, while the plan followed by the author is simple and easily discussed from the beginning to the end of the work.

SCHOOL MANAGEMENT, by John Millar, B.A., Deputy-Minister of Ontario, and published by the Methodist Book and Publishing House, Toronto. Mr. Millar has succeeded in preparing just such a book as the student-teacher is sure to find of the greatest service, while endeavouring to investigate the foundation lines of school-work and the principles of pedagogy. The style of the author of this work is concise and attractive, while the arrangement is all that could be desired. The book is very neatly printed and bound in cloth, the price being \$1.00.

Official Department.

NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, by order in council dated the 23rd May instant (1896), to annex to the municipality of "Saint Jean," county of Saguenay, the west part of the township Dumas (same county), which lies between the river "Petit Saguenay" and the township Saint Jean, county of Chicoutimi.

His Honor the Lieutenant-Governor has been pleased, by an order in council dated the 23rd May instant (1896), to erect into a distinct school municipality, for Protestants

only, the "Village of Marbleton," county of Wolfe, with the limits assigned to it by the proclamation of October 31st last (1895).

His Honor the Lieutenant-Governor has been pleased, by an order in council dated the 23rd May instant (1896), to detach from the school municipalities of the township of Brome and Saint François Xavier de Shefford, lots cadastral numbers 647 to 676 inclusively, of the township of Brome, and to erect them into a school municipality, for Roman Catholics only, under the name of "Saint Edouard de Brome."

His Honor the Lieutenant-Governor has been pleased, by order in council dated 26th February instant (1896), to detach from the school municipality of the parish of Longueuil, county of Chambly, the following lots of the official cadastre of the parish of Saint Antoine de Longueuil, in the said county, to wit : Nos. 154, 155, 156, 157, 158, 159 and 160, and to erect them into a distinct school municipality, for Roman Catholics only, by the name of "Saint Jean Baptiste de Montréal Sud," county of Chambly.

His Honor the Lieutenant-Governor has been pleased, by order in council dated the 23rd May instant (1896), to erect the following territory into a school municipality, for Roman Catholics only, under the name of "Saint Romain de Hemmingford," county of Huntingdon, viz :

I. In the township of Hemmingford :

A. In the Clergy Reserves :

1° In the first range, from lot number one to lot number ten, both inclusive ;

2° In the second range, from number one to number nine, both inclusive ;

3° In the third range, from number one to number seven, both inclusive.

B. All the lots of the eight ranges of the "Crown's Reserved Lands" :

C. A tract of land known and designated as "Scriver's Track" ;

D. In the land conceded by the Government, known as "Granted Lands" :

1° In the first range, from number one to number twenty-one, both inclusive ;

2° In the second range, from number fifty-two to number seventy-two, both inclusive ;

3° In the third range, from number ninety-seven to number one hundred and eighteen, both inclusive ;

4° In the fourth range, from number one hundred and thirty-eight to number one hundred and fifty-nine, both inclusive ;

5° In the fifth range, from number one hundred and seventy-five to number one hundred and ninety-six, both inclusive.

II. In the township of Havelock :

1° In the first range, from number twenty-two to number forty-two, both inclusive ;

2° In the second range, from number seventy-three to number ninety-three, both inclusive.

The foregoing erections to take effect first July next (1896).

28th May.—To appoint Mr. François Bergeron, son of Alexis, school commissioner for the municipality of Sainte Ursule, county of Maskinongé, to replace Mr. Léger Lambert, who has left the municipality.

To appoint Mr. Louis Dufresne, civil employee, of the city of Quebec, a member of the Roman Catholic Board of School Commissioners for Quebec, to replace Mr. François Kirouac, deceased.

His Honor the Lieutenant-Governor has been pleased, by order in council dated the 23rd May instant (1896), to annex to the municipality of "Saint Jean," county of Chicoutimi, the west part of the township Dumas (county of Saguenay), which lies between the river "Petit Saguenay" and the township Saint Jean, county of Chicoutimi.

This erection to take effect on the first July next (1896).

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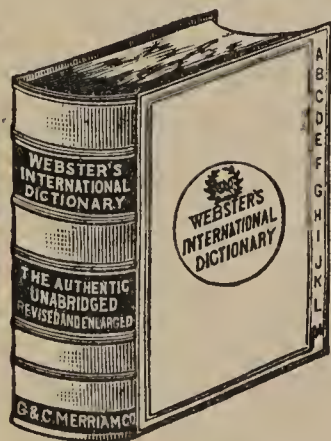
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THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC.

Nos. 6 & 7.

JUNE-JULY, 1896.

VOL. XVI.

Articles : Original and Selected.

BAD ARTICULATION.

BY JOHN LEATH.

It shows itself in various ways, some of which I will illustrate, thus : *wus* for *was*, *fur* for *for*, *git* for *get*, *runnin'* for *running*, *'n* or *un* for *and* (not once in a hundred times is *and* fully pronounced) ; *las' steps* for *last steps*, *mus' go* for *must go*, *winda* for *window*, *thish year* for *this year*, *azh usual* for *as usual*, *las' chear* for *last year*, *unaty* for *unity*, *opporchunty* for *opportunity*, *juty* for *duty*, *Henery* for *Henry*, *Febuary* for *February*, *figger* for *figure*, *visable* for *visible*, *spur't* for *spirit*, *bar'n* for *baron*, *pote* and *pome* for *poet* and *poem*.

Now, what is the cause of this bad articulation, which is almost universal and is one of the worst defects in reading ?

It is, in the first instance, a *national*, not merely a *provincial*, defect ; and this increases the difficulty of the situation. Every uncultured Briton has the defect, and some cultured ones, too. The natural tendency in speaking is to draw back the tongue with its tip pointing in an upward direction, whilst there is a strong disinclination to push the lips out and use them in articulation. Another noticeable tendency in our speech, which contributes to bad articulation, is the increase of accent at the expense of the unaccented syllables. This I need not illustrate. The unaccented syllables are but indistinctly heard, or, as it has been facetiously put, they are swallowed. Having regard also

to a common tendency to close the mouth partially, with consequent improper labialization or the muffling of certain vowel sounds, the Germans, indeed, say of the English that they speak, not with their mouth like other people, but with their nose and throat. The accompanying lip-contraction is also one of the main causes of the dull, low-pitched intonation so characteristic of the speech and reading of our schools.

Many of the vowel sounds in ordinary use amongst us are also incorrect; for instance, we often hear *noos* for *news*; *constitootion* for *constitution*; and no difference is made between *fool* and *full*. The Italian sound of *a*, which is frequent in good English speech, is seldom heard in our schools. The common substitute for it is one of the most disgusting sounds I know of—a sort of cross between *eh* and *ah*, with a nasal accompaniment. We have also acquired the habit of letting many of our vowel sounds end in “vanishes.” (Observe the common pronunciation of *pay* and *no*.) This habit, of course, makes many of our vowel sounds impure.

As you are aware, most of the tendencies I have mentioned have existed for hundreds of years, and have had an important influence upon the present forms of our vocabulary. All languages suffer from them, to some extent, in the natural state, if I may use the term. It is, indeed, simply an application of the Principle of Ease, and the only limitation is intelligibility. Unless we follow the model of the best speakers, we pronounce our words in the way we find the easiest. The effects of these tendencies are, however, worse in English than in French and German, for instance, owing to the very composite character of our language, the marked absence of regularity in pronunciation, and the unusual discrepancy between our spelling and our sounds.

Most pupils enter the public schools with these bad habits already formed, or in process of formation. It is the duty of the school—of the public school, in particular—to correct them when the organs of speech are plastic and the pupils are at what is distinctively the habit-forming age. Now and then, we find a pupil who can articulate well, and who uses proper English sounds. He, however, is invariably the product of a cultured home and cultured surroundings. He has learned to use his vocal organs well,

just as he has learned to speak good English, by imitating good models. The teacher's task will be an easier one when the general culture of the community improves; but the school-master will always need to be abroad. Even in matters of articulation, we shall never reach our ideal, so far, at least, as most of mankind are concerned. If oral reading had no other claim to an important place in our school programme, it has this one, that, if properly taught, it will, in time, go far to cure many of the defects of our provincial speech.

Some excellent teachers with whom I have discussed this subject are inclined to attribute bad articulation to the very common habit of fast reading. It so happens, however, that the defect exists even when the pupil reads slowly. Fast reading, of course, intensifies it, and the first step in the remedial process is to secure the proper rate of reading. In senior classes, indeed, in which the habit of fast reading has become indurated, the slowness of the rate of reading might well be exaggerated at first.

I have not the direct knowledge that would enable me to say at what stage in the education of the public school pupil the subject of articulation is most neglected—if, indeed, there is any stage in particular. From appearances I should say that, considering its importance and the difficulties which beset it, the subject receives proper attention in few localities of the province; for few entrance classes give evidence that they have had their attention specially directed to their articulation.

While the first stages in learning to read are the most important, the pupil's vocal organs should be carefully trained at every stage. Owing to his surroundings and our linguistic tendencies, the danger of a relapse in the case of a convalescent is so great that the best teachers I have seen give unremitting attention to articulation. Distinct utterance of the proper sounds is regarded as the first essential in every reading lesson; and each lesson is often—generally, indeed—introduced with special exercises in vocal gymnastics, having, in some of the details, at least, a direct bearing on the reading lesson to follow.

I desire to emphasize the importance of this subject; for I regard bad articulation, associated, as it always is, with ignorance of the true sounds of our language, as the prime defect of the reading in all our schools.

COLLEGE DISCIPLINE.

BY REV. THOMAS ADAMS, M.A., D.C.L., PRINCIPAL OF THE UNIVERSITY
OF BISHOP'S COLLEGE, LENNOXVILLE, QUE.

(Continued.)

That discipline may be possible in a college there must be rules; there must be penalties for the breach of those rules. But the discipline that is only mechanical will not be valuable. There must be more than this in the bond. There must be the spirit of co-operation, for the letter by itself is insufficient.

One great problem before the authorities of colleges in this modern time is as to how far it is advisable to entrust any power of self-government to the students as a body. Two things will help in the matter, first, that the students should remember that their condition is essentially immature, for if they knew everything they would not come to learn, and second, the authorities should remember that they have been students once. On the one side modesty is required, on the other sympathy.

In residential colleges many details of house discipline might be left to the students themselves to administer, especially when the traditions of the college are good. Traditions vary very much in different colleges, and often evil traditions are followed instead of good, to the detriment of all. The principles which ought to guide those in authority or under authority are really simple and ought to be paramount.

(1) Desire for the well-being and good repute of the institution.

(2) Loyalty.

(3) Justice.

(4) Enlightened generosity.

(5) Self-respect.

(6) Mutual respect.

No doubt all would agree with these as principles. Where disagreement would come in would be in the application of these principles.

In legislation in such matters it is difficult to presuppose enthusiasm on either side; hence the literal keeping of rules does not necessarily augur the highest tone of all in a college, though the breach of rules does show a lowness of

tone. Literalism of obedience is good, but enthusiastic service for the common good is better. Let us not then despise even what appears to be the minuteness of rules, while as authorities we should so throw ourselves into our work as to lead our students rather than to drive them. I have often been reminded of the sacred saying that the law is not made for the righteous man but for the lawless and disobedient. However small a college may be it is very difficult to find one without what is generally called the "fast set," and even when this set is not present as opposing good morals, we have another set who, if unrestrained, would subvert the chief end of a college. I mean those students who think that a college exists for the purpose of providing material for athletic contests of various kinds.

The difficulty of according a measure of self-government to students is the anxiety that is felt as to how the power would be used when there are possibly discordant and even turbulent elements. I think as a general rule we can trust the public opinion of the majority of the students to be on the right side, but we are not sure that the majority will assert itself, or like other majorities, that it will not be hood-winked, and misled by a few talkers or designing men. In the experience of some colleges which have tried self-government for the pupils, through responsible officers chosen from amongst them, it has been found that the responsibility of that one who is chief of the executive was no bed of roses, but has been in many ways just as thankless as that of the average college dean. This shows how seriously and conscientiously the work of discipline has been carried on by the officials elected by the students themselves.

What strikes one sometimes in England is that there is somewhat too wide a contrast between the trust often exercised in the highest boys of a school in its Sixth Form by the head master on the one hand, and the comparative suspicion with which the university undergraduate is regarded by the university system of discipline. No doubt many of the university and college authorities are free from this feeling, but the system seems full of suspicion. Reverend masters of arts are sent out night after night after dark, accompanied by sleuth-hounds, in the shape of ex-professional runners, to hunt for offenders. Tennyson

speaks of one who "breath'd the Proctors' dogs." This is somewhat antiquated as a piece of college discipline but it is not yet extinct. No body of students devoid of an appreciation of the good name of their college, or devoid of personal self-respect, could carry on self-government in matters of conduct and morals. We must have a healthy public opinion, and a high regard for one's fellow-students is also necessary. I feel sure that the discipline of the college administered conscientiously by the students would put down such cowardly and senseless practices as the various degrees and forms of hazing; would render impossible such orgies as have sometimes brought discredit on venerable halls of learning, and would promote manliness and check vice.

The oneness of the body corporate, the feeling of mutual and permanent responsibility would be encouraged and developed. It would soon be felt that idleness was just as much out of place in a student as in a professor, in a college as in a factory, or as cowardice in an army. An idle student would be just as much frowned down by the body of the students, as an idle clerk whose neglect brings extra work upon his comrades. I believe if some of the elements of self-government were given to students and certain officials from amongst themselves, elected by themselves and endorsed by the Faculty were appointed, that such appointments would increase the sense of responsibility of the students. In a small residential college this can be done through the senior student acting in conjunction with other senior students. If any graduates are in residence, they will receive certain modified authority over undergraduates. Men of the third year where no graduates are found, having a certain authority in certain matters over those in lower years. Thus the seniors are constituted into a rude senate, and the authorities can in general rely on their cordial co-operation. There would thus be a graded authority of seniority in which all will in time have a share. Certain individuals will no doubt be officials, but the principle of grading has good results as a rule.

For large colleges with their members scattered over large cities, it is difficult, if not impossible, to carry out any such system; but in such a university as Glasgow, it has been found possible to establish a board of students who are elected with a view of making it easy for the students

to formulate their wishes, and the existence of such a board has proved helpful, and has prevented friction.

We do not for a moment suggest that the students should govern the college ; but in the department of morals and conduct the students are not so immature as they confessedly are in learning. Hence, the sphere of governing themselves as regards morals and conduct, may well call out the students' best side and noblest powers. We do not want to ask their advice as to appointments, as it is said a Whig government once did in the matter of the appointment of Dr. Hampden to a regius professorship, when some one representing that government wrote to young Arthur Stanley, then scholar of Balloil, to ask him his opinion of Dr. Hampden and that of his compeers. I would not then delegate to the students any part of the government of the college as such, but I would welcome corporate action on the part of the students, which would develop the sense of moral and collective responsibility, whereby vice, idleness, disorder and meanness, would be discouraged, undermined and abolished by the voices and wills of the student-body. The collective conscience of the student-body is potentially very strong, and when it is roused it will make short work of blemishes in its own body corporate. The more the authorities believe in this corporate conscience and appeal to it and trust in it, the more hopefully and vividly will it be developed, and the more potent for good will it become. There must, of course, be a limit to this freedom, and in case of manifest malfeasance or toleration of evil, the authorities must interfere and provision must be made for this. Such provision for the recall of privileges, will be a strong motive on the part of the students for wholesome administration of self-governing rights accorded. Perhaps it would be well, besides the officials amongst the students, to have a joint board of professors and students on which possibly alumni might be represented which should be a kind of conciliatory board to which difficulties should be referred. On this board I would suggest that the nominations should not be confined to one body. Thus, why should not professors nominate some students as well as professors for such a board ? and students might nominate some professors as well as some students. Some alumni might be selected by both professors and students jointly or separately. The feeling of ultimate union might thus be promoted.

Many influences tend to divide men. Let it be our aim and study to strive to unite them in families, in societies which include colleges, in civic communities, in provinces, in confederations, in giant empires, in the peace and goodwill of a regenerated world! Let us harmonize our loyalty and our freedom; is not order but the best mould for liberty, the best condition for the life of liberty? The gospel for mankind is not one of self-assertion either in collegiate or in civic communities; it is one of true self-respect and mutual aid. We need one another. We are members one of another. The authorities of a college will be found working for the students, not necessarily always reminding them that they are students, but showing true leadership. This work for the students will not only include the illumination of the mind but also the correction of mistakes and the occasional pruning of exuberances.

The students will be found working with the authorities, not against them, by following the lead given them in learning, in self-restraint, in self-sacrifice, in devotion and in industry. Under the influence of religion as the power that binds for and to good, the sense of duty, the sense of unity, they will co-operate towards a great and noble end.

Individual sense of duty will multiply into corporate conscience.

From my own personal conviction, I would not legislate on a pessimistic theory of the minimum of good on either side. I would assume that the good of the whole is aimed at by all. I would not allow my optimism to delude me into credulity: or my love of humanity to make me a slave to the opinion of numbers. I do not, in this paper, propose to formulate a system, or to decide the details of a scheme.

I believe that colleges, like all other human institutions, can only be successfully carried on in the spirit of true religion; under a sense of responsibility not only to the traditions of an institution, to the needs of a community, but also to the Divine Presence, which illuminates and ennobles human concerns.

The spirit of unselfishness, the spirit that recognizes the duty of the individual in the presence of its Divine Creator, in the presence of the Glorified Head of our race, full of natural powers and of supernatural grace, should pervade the minds and consciences of those in and those under authority. Religion is not a doctrine to debate upon, so much as a principle to permeate life.

The true discipline is that of the heart and of the will. The same Power which makes men and women good, will enable members of colleges to work for and promote the common good. Power must be blended with sympathy and well-wishing. Peace and good-will shall fuse the discordant human elements so that there shall be a great and resistless current of good work, of healthy recreation, of noble enthusiasm. There shall be the discipline of a triumphant host.

As in the corporate production of some great work of musical art, all the instruments and the voices must be in tune and time, and there must be accordant co-operation between the leader, the organist, the instruments and the voices. The combined result is that of many efforts and of much prolonged discipline; so it will be in the great work of education, and especially in the work of those institutions which are the crown of the educational edifice. And as it is amongst other summits, that the springs of the streams that water the land are found, so it is amongst them. Let the materials which form the crown of the arch be well ordered and well cemented every way. Let the waters which flow forth from the springs amongst these summits be pure and fertilizing.

Editorial Notes and Comments.

THIS is what the *Educational Review* has to say about the "vocation of the teacher." The most potential factor in the teacher is the social environment in which he is born. In a large measure, we are all the essence of this environment. The child has a capacity for something higher than absorbing and assimilation, and it is to develop this that the teacher is necessary. No business in which men can engage equals it in delicacy and significance to society. A teacher is a fellow-worker with the Creator. The responsibility of a teacher is enormous, as the work is done when the child's mind is in its most plastic state. If this is the end of education, we must have a select class to perform the functions. Nothing is more fatal to a teacher than mental stagnation. A teacher should possess an encyclopedic interest in everything, and an insatiable thirst for knowledge. He who has ceased to have this thirst has ceased to be a good teacher. The crown and glory of all

the qualifications of teachers is to love the children. No one has ever succeeded, no one ever will succeed, and no one can succeed as a teacher who is not loved by the children. The teacher who loves and is loved gains an insight into the children's ways. Children have a self-centred life of their own; they have their own ways of thinking and feeling. Neglect to study children is one of the sins of the profession. The idea of selecting books and then making children study them—books that the children do not like or will not become interested in—will soon fade away. Progressive teachers are using books that are the children's ideal, and this, to coin another new word, is what I call pedocentric. The time is not far off when the children will be treated as independent individuals, and the work will begin with a study of the children and a deep insight into their natures and dispositions. The business of the teacher is not entirely to instruct, but to love. A sound character and a loving heart are the substance out of which good teachers are made. Great stress should be laid upon the scholarship and professional qualifications for the work that the teachers presume to undertake. It is just as difficult to-day, with all the public instruction, as it was 2,300 years ago, to get a competent teacher. The profession of teacher should be lifted to a position among the learned professions. We are not yet a profession. A drawback is in the shifting ranks in the teachers' line; men enter the ranks temporarily, and then three-fourths of the teachers are women, and of course they marry—this partly explains the shifting.

—THE editor of the same journal says in another issue: The indifference of teachers to the instruction given them at the normal school, often surprises me. Some of them regard it as all very well in theory, but as for practice, well—"It is too much trouble to carry into effect," or "My own way is the best," and after all, "my own way" is usually the least troublesome way. So after all it is a question of laziness. Why is training beneficial? Because it is the product of the best experience, and therefore produces the best results in the shortest time. The importance of well balanced and workable time-tables is no doubt insisted upon at the normal school. Why is it then, that so many teachers totally disregard this as soon as they begin work? It is true they may have a piece of paper on the wall

which purports to be a time-table, but for all practical purposes it may as well not be there. In the same way the student teachers no doubt have impressed upon them the fact that the alphabetical and memoriter systems are³ dead. Yet many of them are found carrying out both to a greater or less degree. Sounds of letters and word building neglected, and Canadian history and natural science, or notes upon them, committed to memory, word for word.

—IN this connection, hear the other side,—how professional training is regarded by the employers of the teacher. The *Educational News*, one of the brightest of teachers' weeklies, says: "One of the discouraging features of the teacher's calling is that so little credit is given to professional training. A teacher enters the normal school, fits himself for his work, gets his professional diploma, and goes out into the world, feeling that he is prepared for his special task. How does the public meet him? In some sections very cordially, in others very coldly. His diploma has great value in some sections, in others a young man with a college diploma, but without a day's experience in teaching, and without any knowledge of the fundamental principles of teaching, will crowd him out, simply because the professional training which he has received is neither appreciated nor properly valued by the community. Even college professors themselves now and then encourage the notion that the young and inexperienced college graduate ought to be put in the best position to teach, holding that any one can teach who knows his subject. Probably they are right if the teaching of the average college professor is to be taken as the model teaching. But the truth is that some very poor teaching is sometimes done by college professors, and it is only the aptness and age of the pupil which saves their reputation. That they are usually learned men cannot be denied, but not all learned men are apt and efficient teachers. If a pedagogical department could be attached to every college there would be good reason why every college bred man should be a good teacher, or at least know how to teach. At least there should be a professorship of pedagogy, and a professional course with this professor would give the graduate a claim to begin his work understandingly. As it is now the diploma is no criterion whatever of his fitness to teach, and he has no more claim to professional standing on the basis of that diploma than he

would have to practice law or preach. He may teach it is true, just as he might preach, but the essential element of success in his calling is lacking for the simple reason that he has never made the work a subject of study." Perhaps the best way would be for the law to compel school boards and other public employers of teachers to recognize the superior value of professional training. This is to some extent the case in this province and will be more so when first-class diplomas are granted to those only who have taken a course in the normal school.

—THE *Atlantic Monthly* has been making quite a disturbance in the educational world of the United States—a disturbance which certainly ought to be productive of good. The discussion of the "Case of the Public School," begun in the March number, has been continued in the succeeding issues. The article in the July number, comprising the "Confessions of Public School Teachers," is exceedingly interesting and suggestive. The six "pedagogical autobiographies" have attracted so much attention that we reproduce the subjoined article entitled the "Slaughter of the Innocents," which appeared in the *Wisconsin Journal of Education*. "These stories, by prominent and successful teachers of their own experiences, which are more eloquent condemnations of politics in school management than any number of skilful dissertations upon the subject. Our purpose in referring to them at present is to suggest that the extreme evils of the present system are to be found not in the tales of those occupying prominent positions, but in 'the short and simple annals of the poor.' We relate, as closely as we can remember it, a story which came to our knowledge incidentally during the present year, for this public use of which we alone are responsible. A few years ago a young woman graduated from one of our high schools with ambition for higher culture and a wider outlook. As she excelled in scholarship in her class and showed maturity of judgment and force of character she succeeded in securing a position to teach in one of the primary schools of her own town. She hoped to lay up in a few years the means for going to a normal school or a college where she could better prepare herself for teaching. Her wages were fixed at thirty dollars a month for nine months in the year. She worked hard and against great difficulties. Instead of thirty or thirty-five pupils she had usually as many as fifty and

sometimes as many as seventy. The room was always overcrowded, and when fullest every available place was occupied, the pupils sitting as thick as flies on the teacher's platform, on the window sills, wherever they could find a lodging place. Two grades were supposed to be seated in the room, but circumstances multiplied these. Pupils poured in when school opened in the fall, many of whom withdrew as the cold months of winter came on. In the spring they came back again, and with them many others who had never been to school before. The two grades became four, six, an indefinite number, as the young teacher earnestly sought to do something to help each child of the throngs which overcrowded her room. This room was an old saloon which had been rented by the school board, was lighted only at the two ends and so closely packed with seats that the children could barely make their way down the narrow aisles. This rendered impossible all marching or calisthenic exercises, an evil the more serious because the yard belonging to the building—their only play-ground—was but little larger than the school-room. She struggled on, doing the best she could, and hoping that after she had acquired sufficient experience in teaching her salary would be raised. At the end of three years it was raised to thirty-five dollars a month with the distinct understanding that this was the maximum that could be expected. Three hundred and fifteen dollars a year out of which to pay for board and clothing, social expenses, books and papers, attend institutes, and lay up enough to attend some higher institution of learning! What wonder at the end of five years the plan has come to look impossible of realization!

“Such a narrative, told by the victim without a word of complaint or any apparent sense of wrong to her, stirs one's blood. When she says, ‘I feel so bad for the poor children, for I cannot do for them what I ought to,’ denunciations of the ignorance and apathy of the school board rise to one's lips. And yet they are respectable citizens. They are kindly, well meaning men, absorbed in their own business, desirous to serve the community by an economical administration of the trust confided to their hands, and convinced that ‘we have an excellent system of public schools in which we feel a just pride!’ The case is told not as exceptional but as illustrative of what is far too common in our schools. Think of that unsuitable, overcrowd-

ed school-room, of the foul air in it, of the restlessness and discomfort of the babes and the hopeless, distracting toil of the young woman, for which she receives such a bare pittance. That it is all wrong—inexcusably wrong—need not be said. How can such a case exist? What is the remedy?—these are the questions pressing for solution. Manifestly it is a case of the slaughter of the innocents. These poor beings—babes and teacher—cannot defend themselves. In the babel of a world of strife their voices are not heard—they are dumb victims of machinery driven on thoughtlessly. That the teacher should appear before the board and make clear the situation is practically impossible. She only vaguely feels the evil—does not comprehend it so as to be an effective pleader; and the idea of doing such a thing would throw her into a panic. ‘Theirs but to do and die,’ so complete is the subordination of teachers in these positions. To develop intelligence in such matters, to furnish with ideas which will enable teachers to comprehend fully such situations and recognize the remedies for them—that is the end of professional training. To this needs to be added a measure of self-assertion, confidence and *savoir faire*, that they may be able judiciously and effectively to use their knowledge. But the board itself would be astounded at such a move. It might pronounce the case one of insubordination; in a better mood it would say, ‘That teacher is capable of higher work,’ and put her in the grammar or the high school. Thus the slaughter of the innocents must go on until a superintendent or principal, with educational qualifications and the courage of his convictions, comes to their relief. Our greatest need is of courageous educational experts at the head of our schools.” This is indeed a tale of woe, which should never have had to be told.

—Is there an educational process proposed by man which has not been attacked? We feel inclined to say, no. The latest in the field is the man who does not believe in “blind obedience.” It must indeed be confessed that there is some truth in what he says. If all teachers were as “sensible,” or as reasonable, as they ought to be, we would say, “By all means, let the child be subject to the authority of the teacher even ‘blindly,’ until he develops the power of self-conduct: sufficient for him to know that his teacher or superior knows better than he himself does in all matters

which pertain to their mutual relationship." But taking into account the idiosyncrasies of mankind, the "quips and cranks" of human nature, it would perhaps be well to let the child practise a little reasoning with his obedience. However, this is what the *Educational Exchange* says on the subject:

To educate a child to yield blind obedience to authority, is always *unmoral*, if not often *immoral*. Obedience is necessary as a part of government; it is valuable as a habit; but if the child is taught simply to give unquestioned obedience to the dictation of a superior power—an obedience that does not involve the activity of his own soul as intellect, emotion, and will—such teaching falls far short of the ideal. The element of personal responsibility in the child can never be developed if this individuality is continually crushed by tyrannical force. I may oppose my will to the will of the child, and I may discover that his will has strength and a power of resistance equal to mine. If it be simply a question of will against will, his chances for victory are as good as mine, unless I degrade myself by resorting to my superior animal strength. But by appealing to his intellectual power and arousing his sensibilities—by summoning to my aid the power of intellect and feeling—my will is reinforced and easily conquers. Too long have we had as our ideal of school-room obedience that "inspired idiot" whose pathetic story and tragic end are immortalized in our school readers—

"The boy stood on the burning deck,
Whence all but him had fled."

Such slavery to authority is both beautiful and pitiable. Any ordinary boy instinctively regards the hero of such a tragedy as wanting in common sense. It is the work of the school to develop self-respecting, self-directing men and women, who in society and government, in church and in state, will think and act for themselves, and are not blind followers of others. Blind obedience will make a good soldier, but rarely a good citizen.

It is true, however, that blind, unquestioning obedience is better than disobedience, but it should be the aim of the teacher to bring the idea of obedience to a higher plane—to lift it out of the realm of pain and pleasure, of fear and reward. Let us educate our children so that as men and

women they may be self-directing, acting under the control of an enlightened will and conscience, striving after the right and true, and rising superior to difficulty and failure. The theory of "implicit" obedience, on the other hand, gives us what Kate Douglas Wiggin aptly calls a " 'goody goose,' who does the right for the picture card that is set before him—a 'trained dog' sort of child, who will not leap through the hoop unless he sees the whip or the lump of sugar." The average teacher, unfortunately, has no conception of the far-reaching influence of school-room discipline. We should look beyond the work of to-day; what is the tendency of this method or that, where and how will it ultimately end? We are to develop men and women, not machines nor soldiers.

—ST. FRANCIS COLLEGE, Richmond, will be re-opened for work, under the most favourable auspices, on September 1st. The college will do the work prescribed for the first and second years of the Arts Course of McGill University; the school, that laid down by the Protestant Committee for academies. Principal Dresser has under him a good staff of teachers and anticipates a most successful session. The college has issued a neat little calendar, which may be obtained for the asking.

Current Events.

THE summer school in connection with St. Francis College was deservedly successful. The five weeks' session was devoted to the study and practice of conversational French. At the close of the last class it was moved by Mr. G. A. Jordan, of Compton Model School, seconded by Miss Bella Cairnie, and unanimously resolved, that "we desire to express our high appreciation of the services rendered us by Prof. de Bellefontaine, and our complete satisfaction with the progress made under his earnest and skilful instruction during the past session. We furthermore desire to offer our sincere thanks to the authorities of St. Francis College, for the highly valuable facilities they have placed within our reach by establishing this summer school. We hope that in future sessions a larger number will avail themselves of the estimable advantages here afforded."

—AMONG the changes this year in our superior schools is the severing by Professor Honeyman of his connection

with St. Francis College. He will take charge of the academy at Aylmer in September. Mr. W. J. Messenger, recently a lecturer in McGill College, Montreal, is to succeed Mr. Honeyman in St. Francis. Other changes to be noticed are the appointment to a position in Westmount Academy of Professor T. Z. Lefebvre, B.C.L., formerly associated with the Montreal Collegiate Institute, and of Mr. Ralph E. Howe, B.A., lately head-teacher of Sutton Academy, to the principalship of St. John's High School. We hope to be able to give a list of most of the changes in connection with our superior schools in the next issue of the RECORD.

—MUCH sympathy has been expressed for Mr. W. A. Kneeland, B.C.L., Principal of Riverside School, Montreal, in his recent heavy bereavement, by his many friends in the teaching profession of this province. The EDUCATIONAL RECORD would join with all in extending to Mr. Kneeland the sincerest of sympathy.

—AN old labourer in the educational field in this province passed away at Victoria, British Columbia, a short time ago, in the person of Mr. James McGregor, LL.D.

Speaking of Dr. McGregor's death, one of the local papers says:—"The cause of education lost an energetic and faithful friend and Canada a ripe and cultured scholar in the death at his home in this city yesterday of Mr. James McGregor, LL.D., for eight years past a resident of this city and the first custodian of Victoria's free library, with the establishment of which he had much to do. The deceased was a native of Dundee, Scotland, where he was born in 1828. He was but 13 years old when he came to America, and after spending a short time in the United States made Canada his home. It was in Montreal that the most energetic and useful period of his busy life was spent, he being for upwards of 30 years identified with the staff of professors of McGill Normal School, and occupying in that long period some of the most important chairs. While in Montreal he also established and conducted for a time with gratifying success the Braeside Academy—a school for boys that during its existence enjoyed an enviable distinction for turning out good scholars and useful citizens. His lectures on mathematics and classics were at the same time most helpful and erudite, while his work for the teachers of Quebec province won for him their lasting respect and regard.

On the establishment of Victoria's free library he was placed in charge of that institution, his great love for and his thorough knowledge of books admirably fitting him for the position to which during his incumbency he devoted all of his time and a considerable portion of his salary also."

—As a first step towards the extension and reorganization of the Faculty of Arts in McGill College, the board of governors has made two new appointments to the department of classics. Professor Frank Carter, M.A., who is to be associated with Dr. Eaton, and Mr. S. B. Slack, M.A., who will be lecturer in classics, are both graduates of Baliol College, Oxford. Both took the highest honours in classics while students. On leaving the university, Professor Carter taught at King's school, Ely, and later became master of St. Paul's school, while Mr. Slack, after pursuing a post-graduate course at the universities of Strasburg and Munich, engaged in teaching, first at the Sheffield Grammar School and more recently at the Royal Military College at Oxford.

—IN 1889 a movement was set on foot to have prepared a text-book on Canadian history, to be written from a Dominion stand-point. Manuscripts from fifteen competitors were handed in last July, each competitor writing under a *nom de plume*. The committee appointed to decide on their merits met in Quebec the same month. After selecting what they considered the best four, they continued the work at home. The result was recently announced as follows: First prize, consisting of a royalty of ten per cent. on the retail price of all books sold—(estimated at from \$25,000 to \$50,000, if the book be adopted by the different boards of education throughout the Dominion), won by Mr. W. H. P. Clement, B.A., LL.B., barrister, Toronto. Prizes of \$200 each were awarded to Miss Emily P. Weaver, Toronto; Dr. E. T. Eede, Leamington, Ont.; and Principal J. B. Calkin, Truro, N. S.

—THE new Montreal Diocesan College is rapidly approaching completion, and will be ready for the reception of students about the middle of September. The formal opening of the building, which is the gift of Mr. A. F. Gault, will take place on October 21st. An elaborate programme has been prepared for the occasion.

—THE civil authorities in the college towns of the United States are beginning to assert themselves. A dispatch from

Harvard announces the arrest and fine of several students who were part of a disorderly procession that escorted a victorious college base-ball team to their quarters in a manner both disgraceful and unlawful. Two of the students were fined \$50 each, and one \$15, and the good news is added that President Eliot threatens to do away entirely with athletics and cancel all base-ball dates if disorderly demonstrations do not cease.

—THE report of the United States Commissioner of Education for the year 1892-93 shows that the whole number of pupils enrolled in schools and colleges, public and private, in the United States was 15,083,639, or 22.5 per cent. of the entire population. This was an increase over the preceding year of 370,567. The enrolment of pupils in the public schools for the year numbered 12,510,719, an increase of 1.62 per cent. over the preceding year, while the average attendance increased 3.45 per cent. There were employed in the year 122,056 male and 260,954 female teachers. The number of school-houses was 236,427, valued with their contents and appurtenances, at \$398,435,039. The school revenue for that year was \$165,000,000; the total expenditures \$163,000,000. There were 154,989 persons attending educational institutions above the high school grade; 510,420 pupils were enrolled in high schools and schools of similar grade.

—THE Education Bill introduced into the British Parliament by Sir John Gorst has been withdrawn by its supporters. The bill provided for the following changes in the existing educational system :

1. The creation of a new local educational authority by appointment of the local councils. Secondary and elementary education both to be included in its province.

2. Transfer to the same of the routine work of the education department, *i. e.*, distribution of public grants for education, inspection of schools, etc., leaving the department to act as a court of appeal.

3. Measures for preventing increase of school boards and absorbing those that exist.

4. An extra parliamentary grant to be given alike to private (voluntary) schools and the poorer board schools at the rate of 4s. *per capita* of attendance.

5. The abolition of the existing limit to the Government grant to 17s. 6d. *per capita* of attendance.

6. Exemption of school property from rating (local property tax).

7. Introduction of sectarian instruction into public elementary schools.

—IN October next the University of Durham, England, will not only open the degree of B.A., to women, but will also throw open some eight scholarships and exhibitions, varying in value from £20 to £70 a year, besides various university prizes. Women have already taken the degree of B. Sc. and Mus. Bac. at Durham, and many are already in residence and reading for the degrees of Bachelor of Medicine and Bachelor of Letters.

—GEORGE MUNRO, the New York publisher, of Seaside Library fame, who died recently, was the greatest benefactor Dalhousie College, Halifax, had. Mr. Munro gave to that institution over \$310,000. Dalhousie had twenty-three instructors and over 300 students last session; has 13,000 volumes in libraries; and has an endowment of about \$350,000, with property valued at \$105,000. The nucleus of the endowment is the Castine Fund, the balance of the fund resulting from the collection of customs by the British army during the time they held Castine in Maine in 1812. At Lord Dalhousie's suggestion, £10,000 of this fund was devoted to the "founding of a college or an academy on the same plan and principle as that in Edinburgh." The education of each student costs Dalhousie about \$100 per annum. The student, in return, pays about \$35 in fees. The average expenses for a student per session are about \$250.

—ONE of the most prominent of English educationists has been highly honoured by his Queen. Dr. Joshua G. Fitch, of London, is now Sir Joshua. The new knight is well known as a writer on educational matters.

—AN effort is being made to furnish free baths for the school children in the basements of the school-houses in Boston. It is admitted that, for some reason (probably the unsanitary condition of school buildings), the death rate among school children in Boston is greater than in London, Berlin, New York, Brooklyn, Philadelphia, Washington, or Baltimore. Public school swimming baths have proved a great success in London. Those in operation last year were attended by 13,000 pupils.

—AT Calcutta University 2,743 students are matriculated, more than five times as many as in 1865. There are ninety-nine Indian colleges affiliated with the university, which receive no public money in any shape.

Literature, Historical Notes, &c.

LEGENDS OF THE MILKY WAY.

BY MARY PROCTOR.

“That broad and ample road,
Whose dust is gold and pavement stars
As stars to us appear.”

The Milky Way has sometimes been called the pathway of the gods, who were supposed to tread upon golden sands; each grain of sand being a star. In fact the greater number of the most brilliant constellations of the northern hemisphere, lie either in the Milky Way or along its borders. “Cassiopeia sits athwart the galaxy whose silvery current winds in and out among the stars of her ‘chair;’ Perseus is aglow with its sheen as it wraps him about like a mantle of stars; Taurus has the tips of his horns dipped in the great stream; it flows between the shining feet of Gemini and around the head and shoulders of Orion as between starry banks; the peerless Sirius hangs like a gem pendent from the celestial girdle. In the southern hemisphere we should find the beautiful constellation of the ship Argo, containing Canopus, sailing along the Milky Way, blown by the breath of old romance on an endless voyage; the Southern Cross glitters in the very center of the galaxy, and the bright stars of the Centaur might be likened to the heads of golden nails pinning this wondrous scarf, woven of the beams of millions of tiny stars against the dome of the sky. Passing back into the northern hemisphere we find Scorpio, Sagittarius, Aquila, the Dolphin, Cygnus, and resplendent Lyra, all strung along the course of the Milky Way.” (Astronomy with an Opera Glass, pp. 116-117, Garrett P. Serviss.)

Many and quaint are the legends of all nations with regard to the Milky Way. The Algonquins believed that there are villages in the sun, inhabited by those who have departed from this earth. The Milky Way is the road that leads to this village, and as the spirits travel along

this "Path of Souls" to the land beyond the grave, their camp fires may be seen blazing as brighter stars. Longfellow introduced this myth into the poem "Hiawatha," in describing the journey of Chibiabos to the land of the Hereafter. Whilst hunting deer he crossed the Big Sea Water and was dragged beneath the treacherous ice by the Evil Spirits. By magic he is summoned thence, and hearing the music and singing, he

" Came, obedient to the summons,
 To the doorway of the wigwam,
 But to enter they forbade him ;
 Through a chink a coal they gave him,
 Through the door a burning fire-brand ;
 Ruler in the Land of Spirits,
 Ruler o'er the dead they made him,
 Telling him a fire to kindle
 For all those who died thereafter —
 Camp-fires for their night encampments,
 On their solitary journey
 To the kingdom of Poneumah,
 To the land of the Hereafter."

The Karens stretch threads across the brooks in the Burmese forests, for the ghosts to pass along, and they believe that a dream "is a real journey of the sleeper's soul," for which these threads are doubtless provided.

The Japanese call the Milky Way the Silver River of Heaven, and they believe that on the seventh day of the seventh month (7th of July), the Shepherd-boy star and the Spinning-maiden star cross the Milky Way to meet each other. They are the stars known to us as Capricornus and Alpha Lyra. These stars are the boy with an ox and the girl with a shuttle, about whom the story runs as follows : On the banks of the Silver River of Heaven there lived a beautiful maiden who was a daughter of the Sun. Her name was Shokujo. Night and morning she was ever weaving, blending the roseate hues of morning with the silvery tints of evening, and for this reason she was known as the Spinning-maiden. The sun king chose a husband for her named Kingin, a shepherd boy who guarded his flocks on the banks of the celestial stream. Sad to relate the Spinning-maiden now ceased to work, and utterly forsook her loom and needle. The roseate hues of morning were left to take care of themselves, whilst the silvery tints of evening hung like a ragged fringe on the dark mantle of night. The sun king believing that Kingin was to blame

banished him to the other side of the Silver River, telling him that hereafter only once a year on the seventh day of the seventh month, could he see Shokujo. He called together myriads of doves which made a bridge across the river of stars, and supported on their wings the Shepherd boy crossed over to the other side. No sooner had he set foot on the opposite shore than the doves flew away, filling the heavens with their billing and cooing. The weeping wife and loving husband stood for awhile gazing at each other wistfully from afar, and then they separated, one to search for another flock of sheep to lead and the other to ply her shuttle during the long hours of the day with diligent toil. Thus passed the days away, and the sun king again rejoiced in his daughter's industry. But when night came and all the lamps of heaven were lighted, the lovers would stand beside the banks of the starry river and gaze longingly at each other, eagerly awaiting the seventh night of the seventh month.

As the time draws near the Japanese are filled with miserable forebodings. What if it should rain, for the River of Heaven is filled to the brim, and one extra drop of rain causes a flood which would sweep away the bridge of doves. But if the night is clear, then the Japanese believe that the doves make a pathway across the river for Shokujo, so that she may cross over and meet the Shepherd boy. This she does every year save on the sad occasions when it rains. That is why the Japanese hope for clear weather on this night, when the "meeting of the star lovers" is celebrated alike by young and old.

According to a Swedish legend there once lived on earth two mortals who loved each other, but who were doomed to be apart, even after death.

"She was Salami the Fair,
Bold Zulamith was he."

' They were doomed on different stars, far, far apart to dwell,
And each thought of the other, still in longing and in tears,
And while they sat and listened to the music of the spheres ;
Those countless miracles of God—stupendous planets rolled
Between poor Salami the Fair and Zulamith the Bold.
But Zulamith with sturdy heart one evening had begun
To build a bridge of light to span the place from star to sun—
And Salami in loving faith, from her lone home afar,
She, too, began to build a bridge of light from sun to star.
They toiled and built a thousand years in love's all-powerful might,
And so the Milky Way was made, a starry bridge of light,

Which now smiles down upon the earth from heaven's placid face
 And firmly binds together still the shores of boundless space.
 And Salami and Zulamith, when their long toil was done,
 Straight rushed into each other's arms and melted into one.
 So they became the brightest star in heaven's arch that dwelt,
 Great Sirius the mighty sun beneath Orion's belt."

—*The School Journal.*

—NICARAGUA.—The following description, taken from one of our exchanges, of a country about which we have often heard and perhaps know very little, will be found useful in connection with the work of the geography class. It may also prove suitable as an exercise in reproduction for the pupils in English.

The total population of the republic of Nicaragua is put by the best authorities at 310,000, or about one-sixth as large as that of New York city. Of the inhabitants of the country, one-tenth belong to uncivilized aboriginal tribes, while the main body are classified as "Indians," zambos, mulattoes, negroes, mixed races, and Europeans, the latter being but few in number.

The area of the republic is only about 49,500 English square miles. There are few towns, and all of them, with two exceptions, are small and rude. The population of Managua, the capital, is 18,000, and that of Leon, formerly the capital, 25,000. The town of Corinto is the principle port on the Pacific, and the ladino element (a mixture of white and Indians) predominates there. The most important industry of the inhabitants of Nicaragua is the raising of cattle, the hides of which are exported; and among the other exports are coffee, bananas, sugar, indigo, cocoanuts, cacao, Brazil wood and cedar. The head of cattle number over 400,000. The greater part of the imports are from England, and the greater part of the exports are to the United States. There are over 100 mines worked by American companies, in nearly all of which gold is found mixed with silver, and in a few silver mixed with copper. A good deal of American capital has been sunk in them. Nicaragua is especially rich in valuable woods, the mahogany, rosewood, granadillo, and ronron, also medicinal trees, besides other commercial trees, including the *castilloa elastica*, from which india-rubber is made; the gutta-percha tree, and several trees which produce gums. Wild animals, monkeys, alligators, lizards, and snakes abound, besides tropical birds to the number of 150 species. Mosquitoes swarm in all damp places, and there are fierce wasps.

The foraging ants move in large armies. The seas, rivers, and lagoons are alive with every variety of tropical fish.

There are numerous volcanic peaks, a few of which are still active, but most of them have long been extinct. The last great eruption was that of 1835, when Coseguina scattered its hot ashes over a circle 1,500 miles in diameter. Near some of the extinct craters are vast beds of lava and scoriæ and numerous vents called *infernillos*, which emit smoke and sulphurous vapours. On the Pacific coast the soil is very rich, and the climate is essentially that of the central zone; but the amount of cultivated land is small in proportion to the arable area of the country. Maize, the principle food of the natives, is very prolific, and fine fruits and vegetables grow in abundance.

The form of government is constitutional and republican. There is a Congress of two branches, the senate and the house of representatives, the members of both of which number only thirty-nine, who are elected under the Nicaraguan system of universal suffrage. The president now in power, Gen. Santos Zelaya, was elected in the Nicaraguan way, and holds office for four years. He has a council of four ministers, who have charge of that number of departments of the government.

The active army of Nicaragua consists of 2,000 men, with a reserve of 10,000, besides a nominal militia force of 5,000. The active troops are poorly equipped and appareled, and the reserves are unfit for any service in the field as against a European force. There are about 100 miles of railway open in the country, which were built at a heavy cost. The finances of the government are always in bad condition, on account of the disturbances that often prevail.

—THERE are five non-Aryan races which have obtained a footing in Europe and have held it down to the present day: The Basks of Northern Spain, the Finns of Northern Russia, the Bulgarians, the Turks, and the Hungarians. The latter are wealthier, and stronger, and greater to-day than all the rest. They reached the country which they now inhabit in the year 889 A. D., but their national existence is by them dated from the formation of a consolidated power out of their several scattered tribes. This occurred with the chiefs of the House of Arpad, the first of whom began his career about 896. It is, therefore, a thousand years since national existence began for the Hungarians, and they celebrate their millennial this summer.

ABSTRACT OF THE MINUTES OF THE THIRTY-FIRST ANNUAL CONVENTION OF THE PROTESTANT TEACHERS' ASSOCIATION OF THE PROVINCE OF QUEBEC.

This abstract of the minutes of the Teachers' Convention, held in Sherbrooke last October, is put on record here with a view to giving those attending the next annual meeting of the Association an idea of the business transacted and the matters under discussion. We think this will be of service to our readers, the majority of whom are members of the Teachers' Association.

FIRST SESSION, OCTOBER 10TH, 1895.—The 31st Convention was held in the "Art Hall," Sherbrooke, October 10th, 11th and 12th, 1895.

The President, Inspector Hewton, took the chair at 11 a.m.

Prayer was offered by the Rev. E. I. Rexford, after which Mr. S. P. Rowell, Corresponding Secretary, presented the report of the Executive Committee, which was adopted.

Three meetings had been held during the year. Two resolutions respecting school exhibits had been passed. The first required Academies to send work from four grades and Model Schools from three, in order to be recognized competitors for prizes; the second recommended that certificates be granted to successful schools not eligible for prizes on account of having now a first prize.

At the request of the Executive Committee, the Protestant Committee of the C. P. I. had granted an extension of the Easter holidays to teachers attending the Dominion Educational Association meeting at Toronto.

The Rev. Mr. Rexford, in behalf of Miss Louise Derick, read the report of the Curator of the Library. The report showed that 53 volumes had been borrowed by 24 readers during the year.

Mr. C. A. Humphrey, Treasurer, then presented his report, which showed a balance to the credit of the Association, at date, of \$758.51.

On motion of Mr. Truell, seconded by Mr. H. L. Gilman, a vote of thanks was tendered the Treasurer.

Mr. Humphrey presented the report of the Committee on Periodicals, which was duly received and adopted. Forty-three papers had been supplied to members during the year

at a cost of \$41.13, of which the members paid \$20.25 and the Association \$20.88.

Mr. Rowell, Corresponding Secretary, then read letters of regret at inability to attend from Sir William Dawson, the Very Reverend Dean Norman, E. W. Arthy, Esq., and Inspector McGregor.

Mr. N. T. Truell, presented his report as Delegate to the Protestant Committee. The discussion of this report was postponed until the afternoon session.

SECOND SESSION, OCTOBER 10TH.—At the afternoon session the elections of the President, the Delegate to the Protestant Committee, and two Pension Commissioners and Curator of the Library were held and resulted as follows: President, Inspector R. J. Hewton, reelected; Delegate to Protestant Committee, Mr. N. T. Truell, re-elected; Pension Commissioners, Messrs. E. W. Arthy and H. H. Curtis; and Curator of Library, Miss Louise Derick.

Mr. G. W. Parmelee then presented the report of the Pension Commissioners and moved its adoption, including the approval of the memorandum on the bill of Mr. Bernatchez. This was carried unanimously.

The report showed a deficit in the administration of the fund for the past year, ending June 30th, of \$5,565.57. This left, as a balance of the surplus in the hands of the Provincial Treasurer available for the payment of pensions, the sum of \$12,437.22.

There had been paid in pensions during the year \$35,689.23. The total capital of the fund to June 30th, 1895, was \$180,589.89.

The bill of Mr. Bernatchez, in opposition to which the memorandum of the Pension Commissioners was submitted in December last, had for its object an amendment of the law to enable the Administrative Commission of the Pension Fund to accept arrears of stoppages. The Pension Commissioners held that the teachers, as owners of the Fund, and the Council of Public Instruction, as an unsalaried advisory body doing so much for the interests of education, ought to have an opportunity of expressing an opinion on the matter; that the Roman Catholic teachers of the Province have protested against the principle of the bill; that the Representatives of the Protestant teachers on the Pension Commission object; that the proposed measure would be disastrous to the Pension Fund. After represen-

tations similar to the foregoing had been made by the Honorable the Superintendent and the English Secretary of the Department, the bill was withdrawn.

The discussion of the report of the Delegate to the Protestant Committee being taken up, Mr. H. A. Honeyman moved that the A. A. Board of Examiners and the Protestant Committee be requested to place the subject of Physical Geography on the A. A. course instead of the Optional Geography as now offered.

This was seconded by Mr. J. Mabon, and was carried.

The report of the Delegate to the Protestant Committee was then adopted.

In behalf of Mr. C. C. Kenrick, the President read the paper of that gentleman on Agriculture in Schools, after which Mr. Sydney A. Fisher, of Knowlton, gave an address on the same subject. Dr. Harper also spoke on the same subject.

THIRD SESSION, OCTOBER 10TH.—The Convention opened this session with the President in the chair. Dr. Heneker, chairman of the Protestant Committee of the Council of Public Instruction, presented an address embodying a resolution of the Protestant Committee to the Honorable Gédéon Ouimet.

The Honorable Mr. Ouimet suitably replied in French.

The President then presented to the Honorable Mr. Ouimet an address from the Provincial Association of Protestant Teachers. The address contained expressions of hearty appreciation of the arduous services rendered the cause of education by that gentleman, and wished him a long and tranquil enjoyment of his well-earned retirement.

To this the Honorable Mr. Ouimet feelingly replied in both French and English.

Mr. R. J. Hewton then delivered the Presidential Address. He vividly portrayed the development of the country keeping pace with educational advancement and called attention to some difficulties in the path of the educationist.

Dr. Heneker gave an address, especially calling attention to the subject of national education. This was followed by an address from the Rev. Dr. Adams, Principal of the University of Bishop's College.

During the evening songs were given by Messrs. Bisset and Brown.

FOURTH SESSION, OCTOBER 11TH.—The fourth session opened with the President in the chair.

After prayer by the Rev. E. I. Rexford, the minutes of the second and third sessions were read and confirmed. The first order of business was the election of three Vice-Presidents, two Secretaries and the Treasurer, which resulted as follows: Vice-Presidents, Dr. J. M. Harper, Rev. Mr. Rexford and Mr. Parmelee; Corresponding Secretary, S. P. Rowell, Esq.; Recording Secretary, Mr. J. A. Dresser. (The Rev. E. M. Taylor had declined nomination.) Treasurer, C. A. Humphrey, Esq.

The President appointed Messrs. Dixon, Hipp and Sangster a Committee on Resolutions.

Mr. A. Cross, Advocate, of Lachine, read an exceedingly able and edifying paper on "English in the Schools."

Mr. N. T. Truell presented the report of the Committee on Conversational English.

The Committee had had one meeting and desired to be continued. It recommended that the Convention hear Dr. Harper, who had been added to the original Committee, on what is being done in this matter by the schools of the Province. The report was adopted.

FIFTH SESSION, OCTOBER 11TH.—The Convention reopened with the President in the chair. The minutes of the preceding session were read and confirmed. Thirty-five new names were ordered to be added to the list of members.

After further discussion of the report on Conversational English, Inspector Stenson, of the Roman Catholic district of Wolfe county, was asked to address the Convention, which he did in a very acceptable manner.

Mr. Jas. Mabon moved, seconded by Mr. J. A. Dresser, that the Department of Public Instruction and the A. A. Board of Examiners be asked to place Arithmetic amongst the optional subjects of the A. A. examination. After some consideration the question was reserved for discussion on Saturday morning.

Miss A. de C. O'Grady then presented a paper on "Transition Work from the Kindergarten to the Primary Grades," and by request gave a most interesting description of the "Eclectic" method of teaching reading. After a full discussion, it was moved by the Rev. E. I. Rexford, seconded by Dr. Harper, and carried, "That in the opinion of this

Convention the "Eclectic" method of teaching reading as illustrated to-day is the best method yet known to us, and should be adopted for primary grades.

SIXTH SESSION, OCTOBER 11TH.—This meeting opened at eight o'clock with the President in the chair.

An address was presented by H. D. Lawrence, Esq., LL.M., chairman of the Protestant School Board of Sherbrooke, to the Honorable the Superintendent of Public Instruction.

An address was also presented to the Honorable Mr. Boucher de la Bruère by the chairman of the Roman Catholic School Board of the city of Sherbrooke.

To these addresses the Honorable Mr. Boucher de la Bruère replied in French, expressing pleasure that his first official meeting with the school boards of the city of Sherbrooke should have been a joint meeting.

President Hewton then presented an address to the Honorable Mr. de la Bruère on behalf of the Protestant Teachers' Association, wishing him a large degree of success in administering the affairs of his important office of Superintendent of Public Instruction.

The Honorable gentleman replied at some length and in English, emphasizing the importance of the work of the teacher and of moral instruction in school.

Mr. Hewton then called Mr. Lawrence to the chair, when that gentleman read an address of welcome to the Convention.

The Rev. Dr. Williams next addressed the meeting briefly and pleasantly.

Dr. Peterson, Principal of McGill University, then addressed the Convention. He sympathized with the aims of the association and evinced a large amount of inquiry into its history.

The remainder of the evening was occupied by a most enjoyable conversazione, hospitably provided for by the citizens of Sherbrooke.

SEVENTH SESSION, OCTOBER 12TH.—The session opened with the President in the chair.

The motion of Mr. Mabon, *re* Arithmetic in Grade III Academy, was introduced and after discussion was carried.

During this discussion Mr. H. Hubbard entered and was asked to address the Convention. He gave some very interesting reminiscences of his efforts to form a teachers' association as early as 1856.

The minutes of the fifth and sixth sessions were read; exception being taken to the scrutineers' report on the election of the Executive Committee. A second report was ordered, giving the exact result of the ballot without regard to the eligibility of the candidate. The minutes then passed.

The following were elected members of the Executive Committee: Dr. S. P. Robins, Mr. H. J. Silver, Miss E. Binmore, Mr. J. A. Nicholson, Miss M. A. Vanvliet, Mr. S. H. Parsons, Mr. A. MacArthur, Mr. G. L. Masten, Rev. Inspector Taylor, Inspector Parker, Mr. F. W. Vaughan, Mr. H. A. Honeyman, Mr. C. D. Dyke, Mr. J. H. Keller, Miss J. Mitchell.

In connection with the election of the Executive Committee, the President ruled that those persons who have formerly been members of the association, but have neglected to register or pay the dues of the current year, are still members, provided they have not signified their resignation in writing. They must, however, pay the membership fee of the current year before acting on the Executive Committee.

Moved by Dr. Harper, seconded by Mr. Truell, and carried, that the constitution as revised to be printed and a copy, along with a resumé of the proceedings of this Convention, be sent to each Protestant teacher of the Province.

In the absence of Dr. Robins, Dr. Harper presented the report of the sub-committee on professional training, which, after discussion and slight alteration, was adopted. The report advised that, unless McGill Normal School could by some means meet the largely increasing demand for professional training, the Protestant Committee of the Council of Public Instruction should be asked to make provision for the appointment of masters of pedagogic training at some of the large centres of the Province.

Mr. Parmelee then reported on behalf of the judges of the exhibits of school work, the following awards:—

Academies, first prize, Girls' School, Sherbrooke; second prize not recommended.

Model Schools, first prize, Boys' Model School in connection with McGill Norman School; second prize, Ormstown.

Elementary Schools, first, Howick; second, Berthelet st. School, Montreal; third, Anne st. School, Montreal.

Special mention for work not in competition was given to the High School, Montreal; the Senior School, Montreal, and the Girls' Model School in connection with McGill Normal School. The report was adopted.

The report of the Committee on Resolutions was then presented and adopted.

The thanks of the Convention were tendered to C. C. Kenrick, Esq., A. Cross, Esq., and Miss A. de C. O'Grady, for valuable and instructive papers; to the Honorable G. Ouimet, Honorable Mr. Boucher de la Bruère, Dr. Peterson, Dr. Heneker, Rev. Dr. Adams, Rev. Dr. T. G. Williams, H. D. Lawrence, Esq., and Sydney Fisher, Esq., for addresses; to the school commissioners of Sherbrooke; to the Rev. J. Macleod, and Miss J. F. Cairnie, who acted with Mr. Parmelee as judges of school exhibits; to the retiring officers; to the Press of Montreal and Sherbrooke, and to the Railway Companies.

The Rev. E. I. Rexford then spoke briefly but in very laudatory terms of the success of the Convention, after which the President formally brought the session to a close.

Practical Hints and Examination Papers.

DISCIPLINE.—A writer in the *Popular Educator* has the following to say in regard to discipline in the school: There are comparatively few principles which are really valuable guides for us in discipline. The reason is, I suppose, that child nature is as yet little understood. We shall herald the coming of Paidology with true interest. There are, however, two rules which have helped me and which I try always to keep in mind.

First Rule.—Never antagonize children. If the teacher is a tyrant always contriving ways and means of abridging the freedom of her pupils, they will as surely retaliate by being dishonest, tricky eye-servants as any other human beings in bondage. "Don't do that," and "stop that," are expressions that are very hateful to children, and if they obey these commands it is only that they fear the consequences. Is this the ideal of obedience we wish to set before our children? Let it be influence and not tyranny that governs your school. Influence is gained by sympathy, and your influence will always be in proportion to your intellectual sympathy.

Second Rule.—If you must punish let it be retributive punishment. This is nature's way, and it is the only punishment in which the child sees absolute justice. We are called upon now for related work, why not related

punishment also? Require the untidy child to clean his desk and the floor around if it has been soiled by his carelessness; the idle child to make up the time lost in idleness; the one who breaks his pen carelessly to furnish a new one or to be marked zero in his lesson for having no pen with which to write. The child who quarrels or calls names may lose his play-time until he has decided to be polite on the play-ground. The dishonest child should be made to feel that he has lost your confidence and cannot be trusted until he proves himself trustworthy. Watch him closely, though, and meet him half way.

—LOVE of nature should be inculcated in the schools. It is not. We talk much of science, and flatter ourselves that it is claiming its rightful place in the schools, but it is not. The teaching of science has steadily decreased in ten years, in twenty years, even in twenty-five years. This is all the worse, because city life has deprived children of the knowledge of nature. All the investigations that have been made have proven conclusively that city children are lamentably ignorant regarding nature. Nor is this the worst of it. What science we do have has taken a miserable, mercenary, or commercial tone. We choose the sciences that mean the most financially, and we teach these in the way that will make them mean most commercially. Astronomy is the grandest of all the sciences. It reaches outward and upward with a majesty that no other science does, but it has no appreciable commercial value, and so the universities—even Harvard—have dropped it from their courses. Geology has largely gone from the universities to the special institution at Washington, because there is more probability of making the knowledge acquired “pay.” The phase of geology that is most emphasized is mining, because it pays best. The phases of chemistry that the universities—some of the highest—teach most enthusiastically are those that the students—sometimes the professors—can make the most profitable. This makes the love of nature through the sciences an impossibility. There is less and less time given to science, less and less love of nature through science, and less and less real teaching of science.—*Stanley Hall.*

—THE USE OF GOT.—A writer some months ago in a Western school journal said, “So much has been said and

written on the word *got* that many a pupil thinks it is a word to be shunned. Much of the teaching concerning this word is intemperate teaching, therefore untrue," with all of which I agree. There is no doubt that *got* is a much abused word, and that it is often incorrectly used, especially in the sense of *have*. How often we hear it used in this way! How much money have you got? I have got only a dollar. I haven't got any change. Have you got a match about you? are familiar examples of a common but erroneous use of the word *got* in the sense of have or possess, and it is right that this use of the word should be criticised and condemned.

The true use of *got* is that in which the word signifies to get or acquire. It is, therefore, correct to say I have gotten or I have got my lesson. A pupil is told to get a book or a pencil; he may reply correctly I got it, or I have gotten it. In a similar manner he may say I got a chair for the teacher, I got my lesson, or even, I have got a chair for the teacher, and be strictly correct in his use of language, because in each case the word has the sense of secured or acquired.

I am not one of those who believe that because an incorrect form is used by a writer who is usually correct that it should therefore be sanctioned, and I therefore cannot indorse the expression credited to Emerson, "And presently because they have got the taste," etc. It is not good English even though it be Emersonian. When Thackeray says, "What have men of letters got in our time," he uses the word correctly, for here it signifies acquired.

Of course there are many uses of *got* which do not fall under either of the cases so far discussed. Thus Dickens says, "The guard shot three dead, and then got shot dead by the other four." The meaning here is *was*. In the sentence, "He got appointed," we have the same meaning, if it is indeed not an abridgment of "He got himself appointed," as we would say, "He got himself a new suit of clothes."

This idiomatic use of *got* may not be incorrect, and indeed I have no serious objections to the use of *got* in the sense of obligation; as, "We have got to go;" "We have got to swim or we shall drown," though I prefer the form, "We must swim or we shall drown."

The use of *got* to which all grammarians will, however,

agree to objection is that in which it is made to denote possession, as in the sentences before quoted. In teaching our pupils the correct use of this word like all others, let us see that they understand the reason for the doctrine they believe. —*Educational News.*

EXAMINATION PAPERS FOR THE SUPERIOR SCHOOLS.

ENGLISH GRAMMAR (GRADE I. MODEL SCHOOL).

SECTION I.

1. Analyze the following simple sentences:—*One* of these noble dogs *was decorated* with a medal in commemoration of *his having saved* the lives of twenty-two persons. The next *day* a large *number* of persons, in addition to those immediately *interested*, *assembled* to hear the Cadi's *decisions*.

2. Parse the words printed in italics in the above sentences.

3. "If we wish to think correctly we must drill ourselves in the art of sentence-making." How many kinds of sentences do we use while speaking or writing? Write out a long, simple sentence on Champlain. What is meant by "broken English?"

SECTION II.

4. "Birds fly." Parse the word "fly" in full and define every grammatical term you use, such as mood, tense, etc.

5. Name and define the various kinds of nouns and verbs.

6. What is an adverb? Compose three sentences in one of which there is an adverb modifying a verb; in another an adverb modifying an adjective; and in the third an adverb modifying another adverb.

SECTION III.

7. Correct or justify the following sentences:

(a) I don't know as I am going to Montreal after all; the weather ain't inviting.

(b) The number of members present were satisfactory: there was two or three absent though.

(c) The lofty city he layeth it low. Moses, he was born in Egypt. He is working hard for to pass.

8. What are the feminine forms for lion, actor, governor, executor, priest, marquis, widower, drake, hart, stag?

9. Write out any five rules of syntax and give examples showing how these rules may be broken.

DICTATION, READING AND WRITING (FOR ALL GRADES).

Dictation.

GRADE I. MODEL SCHOOL.—The first twenty lines on page 43, of the Fourth Reader. This dictation is to be given on Monday afternoon, from 2 to 2.30.

GRADES II. AND III. MODEL SCHOOL, OR GRADE I. ACADEMY.—The first twenty lines on page 53, of the Fifth Reader. This dictation is to be given on Monday morning, from 10.30 to 12.

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

Reading.

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

Writing.

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

FRENCH (GRADE I. MODEL SCHOOL).

SECTION I.

2. TRANSLATE INTO ENGLISH:—Un des livres est sur la table, un autre est sous la table. Le petit garçon a un grand chien blanc. Etes-vous allé à l'école hier? Combien de pommes avez-vous données à votre cousin? George, est-il dans la première classe? L'encre, n'est-elle pas noire? Où avez-vous été ce matin? L'homme est plus grand que la fille.

2. TRANSLATE INTO FRENCH:—I have three pens and some paper. How old are you, Charles? How many fingers, hands and eyes has John? Who has my boy's pencil? Did you go to Quebec this year? The books are on the chair and on the table. What are the days of the week? Give me some tea and bread.

3. Answer in full, by means of French sentences, all the questions in either of the above extracts.

SECTION II.

4. What is the French for :—Man, woman, foot, tree, water, butter, house, hat? What is the English for :—Roi, soulier, gant, soir, lait, canif, jardin, viande, sœur.

5. Give six nouns in French, and place before each the proper definite article (*le, la*, etc.) and a qualifying adjective. Be careful to have the proper genders.

6. Write a short composition (about five sentences of six words each, at least) in French.

SECTION III.

7. Give in full, with English, the present tense of *avoir* and the past tense of *être*.

8. Give eight French adjectives which have a different form for the feminine, and give the feminine of each.

9. Give eight verbs in French with their English equivalents.

ARITHMETIC (GRADE I. MODEL SCHOOL).

SECTION I.

1. What is the difference between the sum of \$445.67 and \$9,672.72 and 3 times \$339.68?

2. What was the total amount paid for 672 barrels of apples at \$3.35 a barrel, 65 barrels of flour at \$5.43 a barrel, and 372 sacks of oats at \$3.75 per sack?

3. Multiply 3,864,972 by 365; divide 965,842 by 19; and then find the difference between the product and the quotient.

SECTION II.

4. What is a prime number? Give the meanings and derivations of the terms *arithmetic, numeration, reduction, fraction, complex*.

5. Simplify $\frac{3}{4}$ of $\frac{9}{10} + 6\frac{1}{8}$ of $\frac{5}{24}$.

6. What will it cost to cover the floors of three rooms with carpet, there being $19\frac{3}{4}$ yds. required for the one, $16\frac{1}{2}$ yds. for the second, and $15\frac{3}{4}$ yds. for the third, supposing the carpet to be purchased is 75 cents a yard?

SECTION III.

7. A man's farm has 375 acres in it and his rental is \$1,500, what has he to pay for each acre. What would his rental be, had he to pay ten cents more an acre?

8. Simplify $\frac{6\frac{1}{2} \text{ of } 3\frac{1}{4}}{2\frac{1}{8} \text{ of } 3\frac{1}{6}} + 9\frac{1}{10}$

9. A man owns $\frac{1}{3}$ of a farm. When the farm is sold for \$679,500 he buys with his share of the money $\frac{3}{4}$ of another farm. What was the value of this second farm?

MENTAL ARITHMETIC (GRADE I. MODEL SCHOOL).

1. What is the sum of $3,148 + 2,336 + 5,229$? Ans.....
2. Multiply 2424 by 25 and divide by 3. Ans.....
3. Divide 10 gross by 5. Ans.....
4. Multiply 348,652 by 13. Ans.....
5. How much is $\frac{1}{2}$ of $\frac{1}{6}$ of 1,200? Ans.....
6. Subtract from a gross of apples five dozen. Ans.....
7. How many ounces are there in 6 cwt.? Ans.....
8. How many yards are there in 20 miles? Ans.....
9. Divide 24 feet by 8 inches. Ans.....
10. Multiply 3,864,523 by 31. Ans.....

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

Signature of pupil,.....

Grade,.....

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

SECTION I.

1. Name the Indian tribes who inhabited Canada when Champlain came to the country. What regions did they inhabit respectively?

2. How many times has Quebec been attacked or besieged? Give an account of the earliest siege.

3. Name five of the explorers of North America and write out in your own words the story of any one of them.

SECTION II.

4. Name the French Governors of Canada, with dates.
5. Write out an historical statement connected with the following names: Joliet, Richelieu, LaSalle, LaColle, Lundy's Lane, Three Rivers, Lachine, Quebec, St. Eustache, Bigot.
6. Describe the battle of the Plains of Abraham in a carefully composed paragraph.

SECTION III.

7. Write all you know about the Fenian Raid, or the Red River Rebellion.
8. What were the prominent events of the American War of Independence.
9. Give the natal day of the Dominion, and any ten of the other prominent dates connected with Canadian history. Be sure to name the events as well as the dates.

ENGLISH (GRADE I. MODEL SCHOOL).

SECTION I.

1. Quote the lines of Sir Walter Scott, entitled "Love of Country," or the poem of James Hogg, entitled "The Skylark."
2. Who wrote "A Small Catechism"? Write out the first two stanzas.
3. Who wrote "The Meeting of the Waters"? Write out the first two stanzas.

SECTION II.

4. Write an essay on the tiger, or elephant. (Be careful how you frame your sentences).
5. Spell the following words correctly: marriage, candidate, diliberate, stippulating, imense, interupted, trissyllable, paitience, incouraged, and give their meanings in a sentence for each.
6. What story have you read taken from "Tom Brown's School-days."? Tell the story in your own words and in properly constructed sentences.

SECTION III.

7. Give the derivation of the words: *geography*, *composition*, *dictation*, *grammar*, *analysis*, *physiology*, and explain in a sentence what each of them means.
8. Write out any ten polysyllables taken from your Readers, names with capital letters excluded.
9. Reproduce in your own words the paragraph read to you twice by the deputy-examiner. (Gage's Reader IV, page 79, 15 lines.)

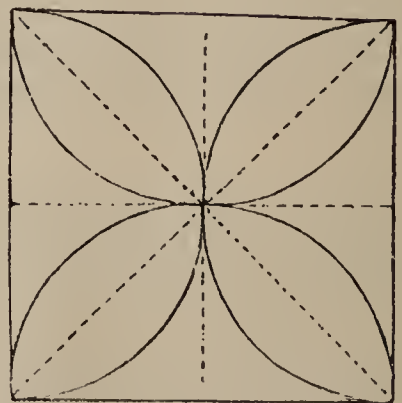
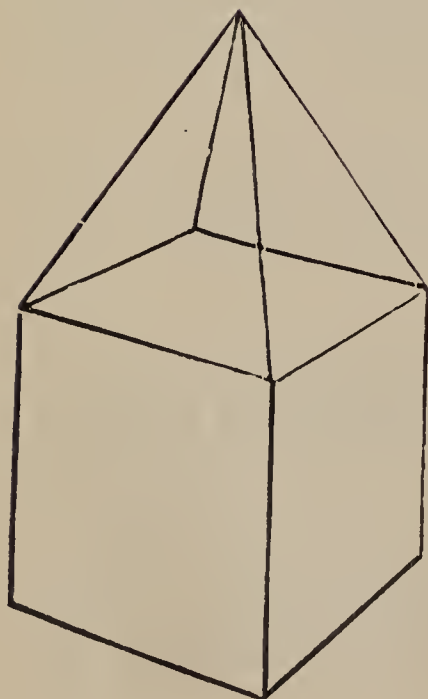
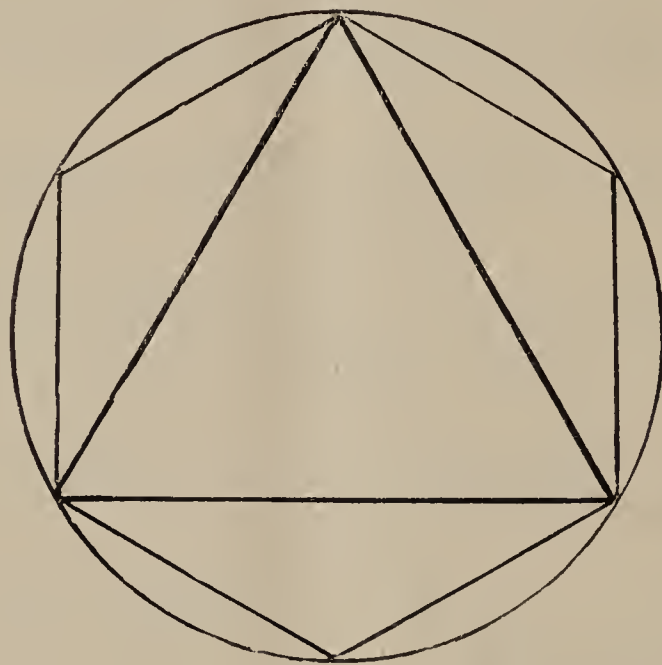
DRAWING (GRADE I. MODEL SCHOOL).

1. Draw a semicircle on each side of a square which measures at least three inches on each side.

2. Show by a drawing the difference between a square prism and a triangular prism. (Be careful that the figures are symmetrical and of a sufficient size.)

3. Draw from memory the picture of a tree, a cow or a cart.

4. Enlarge the figures given below to double their size, and be sure and complete them with a carefully drawn finishing line. (The paper used must be drawing paper, cut to the same size as the half-sheet foolscap. No ruler is to be used in 3 and 4.)



BOOK-KEEPING (FOR ALL GRADES).

SECTION I.

1. Give the definitions of the following terms in book-keeping: Bills Receivable, Assets, Liabilities, Dividend, Commission, Mortgage, Merchandise, Invoice, Account, Consignment.

2. Explain fully the terms Credit and Debit, and show how they are used in connection with the Merchandise account.

3. What is an auditor and how are the vouchers presented to him usually kept? What information is set forth on the back of each voucher?

SECTION II.

4. Draw out in your neatest style the business form of a Promissory Note and also of a Joint Note.

5. Draw out an individual account in the Ledger with the debit and credit side properly balanced. There must be at least ten items on one of the sides of the account.

6. Draw out the form of an ordinary Receipt. Draw out a properly worded Letter of Advice.

SECTION III.

7. A's interest in a firm is \$3,000, B's is \$9,000 and C's is \$700; the net profit at the end of the year is 25 per cent.; what does each partner receive as his equitable share?

8. What is meant by "taking stock"? What items are included in the Profit and Loss Account?

9. Name the various books used in Book-keeping and describe any three of them.

PHYSIOLOGY (FOR ALL GRADES).

SECTION I.

1. Name the most prominent blood-vessels in the body, and describe the circulation of the blood.

2. Describe the process of the purifying of the blood in the lungs. What are the constituent parts of the blood?

3. What effect has nourishing food on the blood? What effect has a narcotic? How would you distinguish a nerve tube from a blood-vessel in a piece of meat?

SECTION II.

4. Describe the various stages of digestion and describe at length any one of the organs of digestion?

5. Name the organs of special sense, and give a minute description of the inner ear.

6. "The horny material forming the nails on the fingers and the toes is a development of the epidermis." Describe (1) the epidermis and (2) the nails as an outgrowth from the skin.

SECTION III.

7. Tell what you know of sun-stroke and its treatment.

8. What are antiseptics and disinfectants? What is a contagious disease? What is an infectious disease?

9. What are the benefits to be derived from physical exercise? Describe six drills that will exercise the most important muscles of the body.

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

SECTION I.

1. Name eight large rivers in North America, and a town situated on each of them.

2. Name eight mountain peaks and eight lakes of North America, and give their situation.

3. Give a description of any country in North America, telling about its climate, physical features, exports and other important facts connected with it.

SECTION II.

4. Draw a map of the St. Lawrence River and great Lakes, with fifteen names of tributaries, cities or islands neatly inserted.

5. Give a short description of the path of the Canadian Pacific Railway, naming the provinces through which it passes. Where is its western terminus?

6. What and where (give situation as exactly as possible) are the following places:—Bras d'Or, Fundy, Saguenay, Orleans, Nipissing, Hooker, Esquimalt, Magdalen?

SECTION III.

7. Name eight cities in South America, stating in what countries they are situated and giving a fact connected with each. Name four large rivers of South America.

8. Give a description of Venezuela or Brazil.

9. Give eight important names in connection with the Argentine Republic, and write short notes on each.

SACRED HISTORY (MODEL SCHOOL, GRADE I).

SECTION I.

1. "Ephphatha:" in what connection did our Saviour use this word? Narrate the whole circumstances.
2. Write out in full ten of the commandments given by Christ in his Sermon on the Mount.
3. Enumerate the prominent events in the life of Jesus before he began his public ministry.

SECTION II.

7. Write out the verse which refers to "two masters," as well as the two verses about "the lilies."
8. Write out the words of the second commandment.
9. Give the words of Christ's commandment about the giving of alms.

ENGLISH GRAMMAR (GRADE II. MODEL SCHOOL).

SECTION I.

1. Analyze the simple sentence :—
This darling hero of his country was obliged to return from sea, on account of the bad state of his health, and to leave behind him his brother officers, then, like himself, beginning their career.
2. Parse in full the words printed in italics, and give the syntax rules in connection with each.
3. Give the definition and derivation of all the grammatical terms used in parsing a finite verb in full.

SECTION II.

4. What is a collective noun? What is a distributive adjective? What is an intransitive verb? Give examples with the definitions.
5. What regular practice have you had in sentence drill or in the making of sentences? Write out the longest sentence you can make on the word *analysis*; and then give the analysis of the sentence.
6. Give the first stanza in the poem of "The Battle of Morgarten" or of "The Highland Reaper," and analyze the first clause or sentence in each.

SECTION III.

7. What parts of speech are to be found in the sentence:
"On a sudden the sparks caught hold of a bush in the midst

of which lay an adder?" Give the derivation and definition of the parts of speech that are not to be found in it.

8. Write out in tabular form a table showing the declension of the personal pronouns.

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

The two——events of the live of the Black Prince, these which made him——in war, was the ——great battles of Cressy and Poitiers, I will not now go——the orgin of the war, of which these two great——formed the turning points. It is enough for us to remember that the——was undertakin by Edward 3rd.

ALGEBRA (GRADE II. MODEL SCHOOL).

SECTION I.

1. If $x = 2$, $y = 3$, $z = 4$, find the sum and difference of $7(y - x)$ and $4(z - y)$.

2. If $x = 1$, $y = 3$, $z = 0$, find the value of :—

$$3x - \{ 2y + (6z - 5x - y) \}$$

3. Simplify $4x - [6x - \{ 5y + (3z - 7x - y) \} + 2y]$.

SECTION II.

4. Define *bracket*, *quantity*, *coefficient*, *power*, *factor*, and give examples.

5. Add together— $x - y - z$, $x - y - z$, $z - x - y$ and $x + y + z$.

6. Take $a^3 - 5a^2b + 7ab^2 - 2b^3$ from the sum of $2a^3 - 9a^2b + 11ab^2 - 3b^3$ and $b^3 - 4ab^2 + 4a^2b - a^3$.

SECTION III.

7. Multiply $3a + 2b$ by $4a - 3b$ and $6x + 7y$ by $3x - 5y$.

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

9. Multiply $a + 5b$ by $3a - 2b$ and divide the product by $a + 5b$.

N. B.—The whole work must be shown.

FRENCH (GRADE II. MODEL SCHOOL).

SECTION I.

1. Translate into English:—Avez-vous envoyé le livre de votre frère à mon ami? J'ai perdu la clef de la porte. Le soldat a-t-il une épée d'acier ou de cuivre? Vos cousins ont-ils apporté du papier et de l'encre à l'école aujourd'hui? A quelle heure vous êtes-vous levé ce matin, Jean? Qui a écrit cette lettre à mon père? Combien de plumes ma petite fille

a-t-elle achetées de vous, monsieur? Marie a reçu une robe blanche cette semaine. Donnez-moi du thé ou du café, s'il vous plaît, ma chère.

2. Translate into French:—The boy has a book in his pocket. Do you know this boy's name? The cat is my dog's friend. How are you, Charles? Do you speak French in your school? How many boys are there in the first class? Is your sister older than your brother? No, my sister is twelve years old. Have you written to your mother this week, Mary?

SECTION II.

3. Answer in full, by means of French sentences, all the questions in either of the above extracts.

4. Give the feminine forms of *bon, mauvais, blanc, joli, heureux, long, jeune, français*. What is the general rule for the formation of the feminine of adjectives in French?

5. Give three rules for the formation of the plural of nouns and adjectives in French. Illustrate them by means of examples and exceptions.

SECTION III.

6. Translate into French:—Thou hast not. They have not. Have you? We had not. Will he not have? We will speak. They will not love. I gave or was giving.

7. Give the present subjunctive and past definite of *avoir*, and the imperfect indicative and present conditional of *être*.

8. Give the present indicative of *donner* and imperfect of *aimer*. Give the same tenses, in the interrogative form, of *parler*.

ARITHMETIC (GRADE II. MODEL SCHOOL).

SECTION I.

1. Take the sum of \$3,869.47 + \$2,098.67 + \$3,896.06 from the sum of \$5,104 $\frac{1}{5}$ + \$9,039 $\frac{7}{10}$ + \$16 $\frac{3}{8}$ + \$6,825 $\frac{1}{4}$ + \$3 $\frac{2}{5}$.

2. A man buys a house for \$6,785, and having paid off a two thousand dollar mortgage on it, afterwards sells it at a profit of one-third the amount he paid in cash when he bought the house; what did he sell the house for?

3. Simplify $\frac{3\frac{1}{2} \text{ of } 6\frac{1}{7}}{2\frac{1}{5} + 16\frac{4}{5}}$

SECTION II.

4. Multiply \$334.67 by 57, take from the product \$679.67, and divide the result by \$9.19.

5. What is the difference between a linear yard and a square yard? Give in full the two tables.

6. Multiply 6 ac. 3 rds. 4 p. 6 yds. 3 ft. 60 in. by 9.

SECTION III.

7. Divide 5 miles, 4 fur. 6 p. 3 yds. 2 ft. by 9.

8. A owes B \$30.28 and pays it in $32\frac{1}{4}$ yards of dress goods at $82\frac{1}{2}$ cents per yard, and the remainder in calico at $5\frac{1}{4}$ cents per yard. How many yards of calico should B receive ?

9. Multiply the difference between 5 cents and 18 dollars by .0012.

N. B.—All the work must be shown.

MENTAL ARITHMETIC (GRADE II. MODEL SCHOOL).

- | | |
|---|----------|
| 1. What is the sum of $9,386 + 1,485 + 1,982 + 3,394$? | Ans..... |
| 2. Write down the difference between two million two thousand, and nineteen hundred. | Ans..... |
| 3. Multiply 949,968 by 21. | Ans..... |
| 4. Divide 48,000 by $\frac{1}{5}$ of 125. | Ans..... |
| 5. When there were four dollars in a pound, what was the sum of \$995.76 and £6. 15s. ? | Ans..... |
| 6. Divide 6,464 oz. by 1 lb. avoird. | Ans..... |
| 7. Add $8\frac{1}{4} + 9\frac{1}{2} + 7\frac{3}{4} + 5\frac{1}{8}$. | Ans..... |
| 8. Multiply 48,000 by $\frac{1}{5}$ of 125. | Ans..... |
| 9. Divide 12,000 by $\frac{2}{3}$ of 300. | Ans..... |
| 10. How much is $\frac{1}{2}$ of $\frac{2}{3}$ of 21,687 ? | Ans..... |

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

Signature of pupil,.....

Grade,.....

ENGLISH HISTORY (GRADE II MODEL SCHOOL).

SECTION I.

1. Give an account of the British chief, Caractacus. What was a "Roman Triumph" ?
2. Write out the story of "King Arthur and the Round Table."
3. Who were: Eadburga, Ethelbert, Paulinus, Hengist and Boadicea ?

SECTION II.

4. Narrate one of the "Five Pictures from the Life of Dunstan."
5. Give in your own words the anecdote of "King Canute and the Waves."
6. Describe the battle of Stamford Bridge.

SECTION III.

7. Enumerate any ten of the prominent events during the Norman Period.

8. What event does the balad of Chevy Chase describe? Tell what you know of it.

9. What do you know of: Ship-money, the Crimean War, the Battle of Trafalgar, the Black Hole of Calcutta, 'Change Alley?

ENGLISH (GRADE II. MODEL SCHOOL).

SECTION I.

1. Give the substance of the lesson "A Bear Hunt" in your own words. (Be careful with your sentences.)

2. Give a description of the "Coliseum of Rome."

3. Who wrote the poem of "The Humble Bee"? Give the last stanza of it, beginning "Wiser far than human seer."

4. What is a sonnet? Quote any sonnet you have committed to memory.

SECTION II.

5. Write a letter as if to a friend, descriptive of a possible visit to the battlefield of Waterloo or to Westminster Abbey. (Be careful in the construction of every sentence.)

6. Give the meanings and derivations of any five of the technical terms used in the study of arithmetic. Give derivations of any five trisyllables, and write five sentences of at least twenty words, each sentence containing respectively one of these words, and each sentence showing that you know the meaning of each trisyllable by being able to use it properly.

7. Construct a sentence out of the following elements, arranged in proper synthetical order:—

(a) Jacques Cartier spent his first winter in Canada in 1535. (b) Jacques Cartier was commissioned by the King of France to explore the great gulf, near Newfoundland. (c) Jacques Cartier set sail from St. Malo. (d) Jacques Cartier set sail in three ships. (e) Jacques Cartier made several explorations along the coast-line of the great gulf. (f) Jacques Cartier wintered at the mouth of the Ste. Croix. (g) The Ste. Croix is now called the St. Charles. (h) The Ste. Croix is a tributary of the St. Lawrence.

SECTION III.

8. Write out an application for a situation, containing at least six sentences, properly dated and signed.

9. Reproduce in your own words the substance of a paragraph read twice in your hearing by the Examiner, (Page 77, Gage's Reader V.)

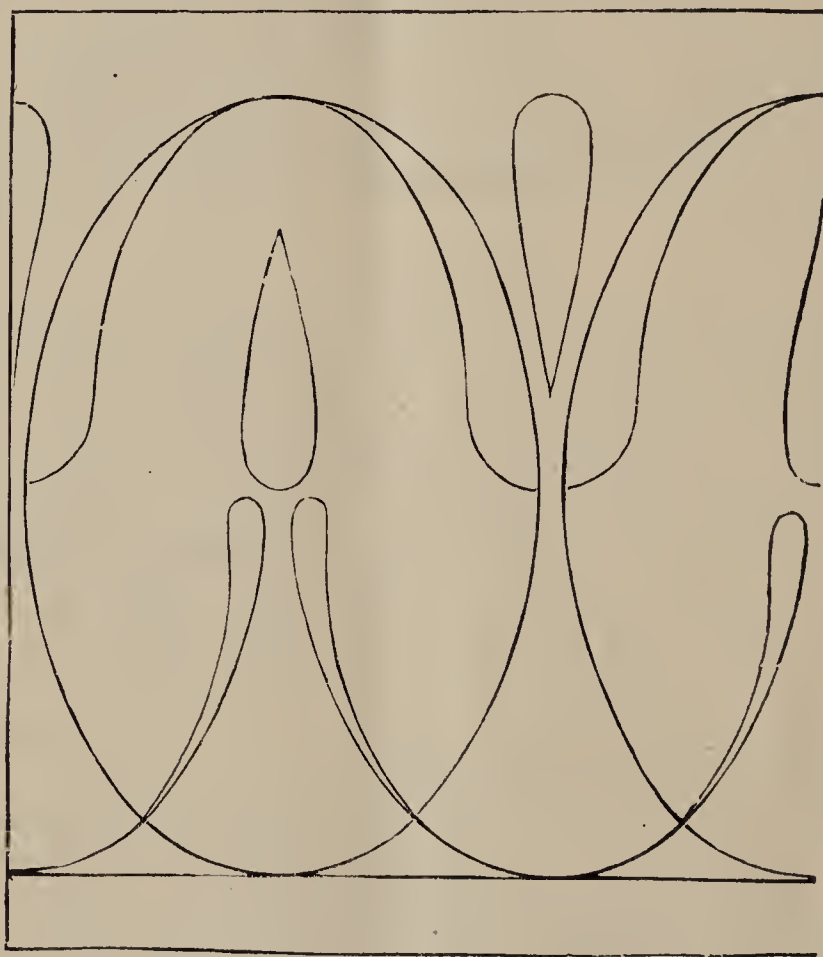
DRAWING (GRADE II. MODEL SCHOOL).

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

2. Draw a circle within and without a square the same dimensions as above.

3. Represent on paper a table placed upon a teacher's platform. (The figure to be at least five inches in length.)

4. Enlarge the figure below double its size and complete it and the second ellipse with the usual finishing line. (The paper used to be drawing paper cut to the size of quarter-sheet foolscap.)



LATIN (GRADE II. MODEL SCHOOL).

SECTION I.

1. Translate into English:—*Regina columbam albam habet. Rosa puellæ est alba. Magister argentum et aurum puero dat. Britannia regem reginamque habet. Dominus bonum servum laudat. Donum amici agricolæ est gratium. Juno erat dea Romanorum. Agricola hortum magnum habet. Oppida Græciæ firma erant. Non alta erant pulchra templa Minervæ.*

SECTION II.

2. Give the genitive singular and nominative plural of all the words in italics in the foregoing extract.

3. Decline in full *mare* and *res*, and, in the plural only, *pater*, giving cases and meanings.

4. Give an adjective of the first and second declension and one of the third declension. Decline them in full.

SECTION III.

5. Give in full, with their names, two indicative tenses and one subjunctive tense of the verb *sum*.

6. Give five adjectives whose comparative and superlative degrees are formed irregularly. Compare them, as well as five whose comparison is regular.

7. Translate into Latin:—The great eagles have wide wings. The good queen has a little daughter. The master is a good friend of good boys. The queen of Britain was good. The slave's diligence will be pleasing to the king.

GEOGRAPHY (GRADE II. MODEL SCHOOL).

SECTION I.

1. Name the principal peninsulas of Europe and describe their position as they appear on the map.

2. Name the countries of Europe with their capitals.

3. Give a short description of any European country, telling all you know about its inhabitants, physical features, government, and giving any important facts you may think of. (Be careful in the formation of your sentences.)

SECTION II.

4. Name nine large towns in England and give an important fact connected with each. What is the chief industry of each?

5. Name nine large rivers in the British Isles. Tell where they are and name a large town on each.

6. Draw a map of Ireland with its principal rivers. (The map should be drawn in clear pencil outline to fill the larger portion of the quarter sheet of foolscap with a border round it.)

SECTION III.

7. What and where are: Warsaw, Hamburg, Majorca, Messina, Finisterre, Jersey, Ætna, Wener?

8. Explain the terms: longitude, meridian, tropics, zone, isthmus, oasis, peninsula, volcano.

9. Name four of the largest (1) rivers, (2) mountain ranges, (3) cities, (4) islands of Europe, and tell where they are.

SACRED HISTORY (GRADE II. MODEL SCHOOL).

SECTION I.

1. What do you know of Cain's posterity and Seth's descendants?

2. Give an account of Job's trials, and the treatment he received at the hands of his friends.

3. Write out in a column the names of the twelve tribes of Israel, and give, in a sentence, some information, geographical or historical, in connection with each.

SECTION II.

4. Give an account of Absalom's Plot and the battle which was fought between him and his father.

5. Describe any one of Elijah's miracles.

6. Tell what you know of Manasseh, Huldah and Belshazzar.

SECTION III.

7. Tell the story of Micah and the Danites.

8. Who were Othniel, Elmo, Jabin, Deborah, Barak, Sisera? Give notes in connection with each name.

9. Narrate how what has been called "Saul's First Sin" was connected with the siege of Michmash.

Books Received and Reviewed.

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

Those who would understand what is meant in the United States by "Free Silver" should read the article on "the cry for free silver" in the August number of the *Canadian Magazine*, by its editor, Mr. John A. Cooper, LL.B. There are several excellent short stories in our national magazine, illustrated by a special staff of artists. There are also several flower poems and many floral illustrations, the leading Canadian flowers being thus treated. The *Canadian* is to be congratulated on the high tone of the August num-

ber ; its contents are a pleasing change from the " ice-bergs, Indians and snow-drifts " which seem so prone to thrust themselves into prominence in Canadian literature. Canada's summer beauty is here set forth in a manner as novel as it is delightful. Among the contributors are Charles G. D. Roberts, W. E. Hunt, Ian Maclaren, Jean Blewett, Frank L. Pollock and Thomas Swift. As a Canadian souvenir nothing could be better than the August *Canadian Magazine*.

The *Atlantic Monthly* for August has an exceedingly interesting article on the late Mrs. Harriet Beecher Stowe, by her friend, Mrs. James T. Field, whose close intimacy with the author of " Uncle Tom's Cabin " has enabled her to give us some delightful reminiscences of the every-day life of Mrs. Stowe. Besides this paper, which of itself makes the number of special interest, are many able discussions on as many live subjects. Among the articles to be noticed are : " Present Condition of Literary Productions," by Paul Shorey ; " The Future of American Colleges and Universities," by Prof. D. C. Gilman ; " About Faces in Japanese Art," a most readable article, by Lafcadio Hearn ; and a fourth series of " Letters of D. G. Rossetti," by George Birkbeck Hill. Thomas Bailey Aldrich has a poem in this number of the *Atlantic*. The book reviews, including that of Mr. Gilbert Parker's " Seats of the Mighty," are, as usual, well worth reading.

The *Hesperian*, a western quarterly magazine, published at St. Louis, Mo., sustains its now established reputation as a bright and readable review, in the August-October number. " What of the Future " is a cleverly written article. The highly critical department, " The Literary Wayside," is ably conducted. (Published by A. B. De Menil ; price, 50 cents a year.)

The *Monist*, a philosophic quarterly edited by Dr. Paul Carus and published by the Open Court Publishing Co., Chicago, presents an interesting table of contents in the July number. Professor Woods Hutchinson's article on " The Holiness of Instinct," is a most able discussion of intrinsic good and evil, as found in the soul of man. Dr. Carus also has a paper on the " Problem of Good and Evil " ; while other important articles are : " Philosophical Terminology," by Prof. Rudolf Eucken ; " The Idea of Causality,"

by Prof. F. Jodl ; and a translation of Dr. Paul Topinard's "Introduction of Man as a Member of Society."

Education, published monthly by Messrs. Kasson & Palmer, Boston, is a teachers' magazine of the highest class. Its contents include monthly discussions of topics that are of the greatest moment to those engaged in educational work. Bound volumes of *Education* are worthy of a place in the teacher's library.

We take this, the first opportunity which presents itself, of noticing *Current History* for the first quarter of 1896. We have had occasion so frequently to extol the excellencies of this periodical, that we can but repeat ourselves and recommend that *Current History* be subscribed to for all our school libraries. The events which are taking place in our own times, all the world over, are set forth and discussed in an impartial and historical manner, so that the four numbers combined are a succinct and reliable history of the world for the year. Among the matters treated of in the number before us are : "The Discovery of X Rays" ; the "Venezuelan Controversy" ; the "Cuban Revolt" ; the "Crisis in the Transvaal" ; and the "Armenian Question". Canadian affairs receive more than passing notice. *Current History* is published by Messrs. Garretson Cox & Company, Buffalo, at \$1.50 per annum.

Official Department.

DEPARTMENT OF PUBLIC INSTRUCTION,

QUEBEC, May 20th, 1896.

On which day the regular quarterly meeting of the Protestant Committee of the Council of Public Instruction was held.

Present :—R. W. Heneker, Esq., D.C.L., LL.D., in the chair ; the Venerable Archdeacon Lindsay, M.A., D.C.L. ; the Reverend Principal Shaw, D.D., LL.D. ; A. Cameron, Esq., M.D. ; Professor A. W. Kneeland, M.A. ; the Reverend A. T. Love, B.A. ; Principal W. Peterson, M.A., LL.D. ; E. J. Hemming, Esq., D.C.L., Q.C. ; the Very Reverend Dean Norman, D.D., D.C.L. ; Peter McArthur, Esq. ; N. T. Truell, Esq., and Principal S. P. Robins, LL.D.

The minutes of the last meeting were read and confirmed.

G. L. Masten, Esq., apologized by letter for his unavoidable absence.

First-class academy diplomas were recommended for Miss L. J. Binmore and Miss Caroline Dawson, who had fulfilled the conditions laid down in regulation 56.

After examination of the documents submitted by Miss Victoria McGill and Miss Mary H. Smith, it was agreed to grant them elementary diplomas upon examination in school law and regulations in each case, and in Canadian history and in geography as well in the latter case. Regulation 40.

The case of Mr. W. J. Messenger, M.A., who applied for permission to teach in a provincial academy upon his present model school diploma and other certificates which he submitted, was referred to the Superintendent for favorable consideration.

Dr. Heneker, Mr. Truell, Principal Shaw, Reverend E. I. Rexford and Reverend A. T. Love were appointed a sub-committee to prepare for the distribution of the grants in September. The sub-committee was requested to report at the September meeting on the relation of the city high schools to the Protestant Committee.

The list of deputy-examiners for the June examination in superior schools was submitted and approved, as was that for the Central Board.

Moved by Dr. S. P. Robins, seconded by Dr. Cameron, "That the Protestant Committee appoint and does hereby appoint a sub-committee consisting of the chairman, the Very Reverend the Dean of Quebec, the Reverend Mr. Love, the Reverend Dr. Shaw, Principal Peterson, Mr. Masten and the delegate of the Association of Protestant Teachers of the Province of Quebec, to whom is committed the question of an increase of instruction in Greek in the academies, to whom is referred the communication of the University Board of Examiners, and who are requested to report at an early date to the Protestant Committee of the Council of Public Instruction." The motion carried, it being agreed that Dr. Robins should be a member, and the Reverend Dr. Shaw convener, of the sub-committee.

Moved by Mr. Truell, seconded by Dr. Robins, "That the study of physiology and hygiene be discontinued on the course of study after grade 2 model school; provided, however, that the subject may be taught in any superior school at the discretion of the Board of School Commissioners." It

was agreed to refer this motion to the sub-committee just appointed, for report.

Dr. Heneker reported progress for the sub-committee on legislation, and asked leave to continue its work, which was granted.

The report of the sub-committee on professional training was presented by Dr. Robins, and after reception was discussed clause by clause. During the discussion certain suggestions in regard to this matter were read from the committee on professional training appointed by the Teachers' Association.

Moved by Reverend Dr. Shaw, seconded by Dr. Cameron, "That the report of sub-committee on professional training be remitted, with a view to further conference of sub-committee with committees representing the Normal School and the Protestant Teachers' Association."—Carried.

Report of sub-committee on the salary and expenses of the Inspector of superior schools recommended that an increase of three hundred dollars be made to his salary, with an increase of one hundred dollars for travelling expenses, it being understood that he devote the whole of his time to the work of inspection.

Moved by Reverend Dr. Shaw, seconded by the Venerable Archdeacon Lindsay, "That the report be adopted, and that in view of enlarged work the increase of Dr. Harper's salary be three hundred dollars per annum, and that the allowance for travelling expenses be increased to four hundred dollars per annum, making in all fifteen hundred dollars yearly salary and four hundred dollars for expenses, the latter item to cover office rent as well as travelling expenses, it being understood that his whole time shall hereafter be given to the inspection of superior schools and to the service of this Committee."—Carried.

Professor Kneeland reported, on behalf of the sub-committee on text-books, (1) "That the new plates for the Quebec Primers 1 and 2 have been made and are on the way (2) That the Primers and Books 2 and 3 will be completed and ready for the trade on September 1st. (3) That the spelling of Books 2 and 3 will be made to conform to that of the Primers. (4) That the Fourth Book will be greatly modified, in order to make it more useful to our teachers. At least eleven of the old selections will be replaced by others better adapted for the purpose intended. (5) That two preliminary copy-books will be prepared by the Educational

Book Company to precede No. 2 of the present series, that Nos. 2 and 3 will be re-graded, that all Nos. up to 6, will have double head lines where there are no tracings, and that guide lines and other helps will be gradually dropped until in the last few pages all lines will be dispensed with. (6) That the prices of the revised Readers will be as follows:—Primers 1 and 2, ten cents; Second Reader, thirty cents; Third Reader, forty cents; Fourth Reader, fifty cents, Fifth and Sixth Readers as at present.

As previously reported by sub-committee, the Quebec edition of the Introductory Geography is marred by the presence of a number of errors and inconsistencies which the publishers, in answer to our representations, have promised to remove from the next edition. In the meantime the sub-committee ask authority to demand that sheets containing such corrections shall be pasted into all copies of the present edition.

Again the price is not that agreed upon; the publishers throw the responsibility for this, upon their Canadian representatives; the Protestant Committee should, in our opinion, make such representations as will secure the fulfilment of the pledges made by Nelson Sons in this respect.”

Moved by Professor Kneeland, seconded by Dr. Shaw, “That the report of the sub-committee on text-books be received and adopted, and that the sub-committee be authorized to demand that the publishers of Calkins’ Introductory Geography insert sheets of such corrections of errors in the same as shall be satisfactory to the Committee, and that such errors be corrected, and the text be made consistent in a second edition.”—Carried.

The Secretary reported that arrangements had been made for three institutes, to be held in Richmond, Inverness and Aylmer, beginning on the 30th of June.

FINANCIAL STATEMENT PROTESTANT COMMITTEE OF THE COUNCIL OF PUBLIC INSTRUCTION, MAY 20TH, 1896.

1896.

Receipts.

Feb. 28—Cash on hand as per Bank book.....	\$3,495 85
Mar. 9—City Treasurer of Montreal, 55-56 V., c.	
61, s. 2.....	1,000 00
	<hr/>
	\$4,495 85
	<hr/>

Expenditure.

Mar. 3—Inspector of Superior Schools on salary..\$	125 00
Secretary.....	62 50
“ 6—John Dougall & Son, printing Superior School examination papers for June, 1895..	132 25
“ 16—S. P. Robins, Principal, 55-56 V., etc., per contra.....	1,000 00
May 17—Cash on hand as per Bank book.....	3,176 10
	\$4,495 85

Examined and found correct.

(Initials) R. W. H.

The report of Inspector of Superior Schools was read by the Inspector.

There being no further business the rough minutes were read and the meeting adjourned till the 27th of August, it being agreed to meet in McGill Normal School, Montreal, on that date to discuss the proposed changes in the school law.

GEO. W. PARMELEE,
Secretary.

NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, by order in council of the 30th June last (1896), to detach from the school municipality of Saint Grégoire le Thaumaturge, county of Hochelaga, the following territory, namely :

(a) By a line starting at the corner of Duluth avenue (formerly Brebœuf street or Saint Jean Baptiste street) and Amherst street, and thence along the boundary line between Saint James and Saint Mary's wards on the one side, and Saint Jean Baptiste ward on the other (old city limits) to Papineau road, thence up the middle of Papineau road to Mount Royal avenue, thence along the middle of Mount Royal to Amherst street, thence down the middle of Amherst street to the point of starting.

(b) By a line starting at the corner of Iberville street and the proposed prolongation of Sherbrooke street, thence in the middle of Iberville street to the line of the Canadian

Pacific Railway, thence along the line of the Canadian Pacific Railway to the point of its crossing the proposed prolongation of Sherbrooke street, thence along the middle of the said proposed prolongation of Sherbrooke street to the point of starting, and annex it to the city of Montreal, for Protestants only.

(c) To detach that territory comprised by a line starting from the corner of Amherst street to the eastern limits of the city, and from the north side of Mount Royal avenue to the Canadian Pacific Railway track, following the line of the Canadian Pacific Railway track, thence to the point of departure, and annex it to the school municipality of Côte Saint Louis, Hochelaga, for Protestants only.

(d) From intersection of the Canadian Pacific Railway and Papineau road down Papineau road to city limits, thence along the city limits to Iberville street, thence along Iberville street to the Canadian Pacific Railway tract, and along Canadian Pacific Railway tract to point of departure, and annex it to the school municipality of Côte Visitation, Hochelaga, for Protestants only.

To detach from the school municipality of Sainte Angélique, in the county of Ottawa, all the territory mentioned in the proclamation of the Lieutenant-Governor of the Province of Quebec, dated the 23rd of October, 1894, and annex it to the school municipality of Montebello, in the same county.

To detach from the school municipality of Saint Pierre aux Liens, in the county of Jacques Cartier, the lot of land described on the official cadastre of the parish of Saints Anges de Lachine, as number nine hundred and fifteen, and annex it to the school municipality of the parish of Lachine, in the same county.

To detach from the school municipality of the parish of Sainte Rose, county of Laval, the lots bearing the following numbers of the cadastre of the parish of Sainte Rose, to wit : from 327 to 335 included ; from 340 to 344 included, and from 347 to 391 included, and to erect them into a school municipality under the name of municipality of " La Côte des Lacasse."

To erect into a school municipality the " township Loranger," in the county of Ottawa, with the same limits which are assigned to it as such township.

To detach from the school municipality of "La Madeleine," in the county of Gaspé, the following territory, to wit: "Starting from the east of Grande Rivière, towards the west, to the boundary line of the school municipality of "Gros Morne," forming on the shore of the river Saint Lawrence a front of about seven miles by nine miles in depth, and to erect it into a distinct school municipality under the name of "Manche d'Epée."

To detach from the school municipality of Saint George de Malbaie, county of Gaspé, lots Nos. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 and 14, of the first range east of the township Malbaie, in the parish of Saint George de Malbaie, and erect them into a separate school municipality, under the name of "Grande Anse."

To erect into a school municipality the parish of "Notre Dame du Saint Rosaire," in the county of Arthabaska, with the same limits as are assigned to it by the proclamation of the Lieutenant-Governor of the Province of Quebec, dated the 14th day of the month of March, 1894.

To detach lots 24, 25, 26, 27, 28, the north half of lot 23, and the south half of lot 21, all in the sixteenth range of the township of Hull, and lots 23, 24 and 25, of the fifteenth range of said township, from the school municipality of Chelsea.

The south part of lots 3 and 4 (75 acres), the south half of lot 5 and all of lots 6 and 7, of the first range of the township of Wakefield, from the school municipality of Wakefield (Lapêche).

Lot 2, in the twelfth range, and lot 12, in the third range of the township of Eardley, from the school municipality of Chelsea, and to erect them into a separate school municipality to be known as the "Gatineau Valley" municipality.

To erect into a school municipality the new parish of Sainte Christine, in the county of Portneuf, with the same limits as are assigned to it by the proclamation of the Lieutenant-Governor, dated the 10th day of April last, 1896.

To divide the school municipality of Eaton, Compton county, into two separate school municipalities, by detaching the town of Cookshire, with the limits given in the statutes of Quebec, sec. 2, chap. 57 of 55-56 Victoria, and erecting it into a distinct school municipality.

This division and erection to take effect on the 1st of July, 1896, and to apply to Protestants only.

To erect into a school municipality, for Roman Catholics only, the parish of "Saint Bernardin de Waterloo," in the county of Shefford, with the same limits as are assigned to it by the proclamation of the 26th of March, 1867, except the part comprised within the limits of the town of Waterloo.

To detach the village of Ormstown from the school municipality of Saint Malachie d'Ormstown, county of Château-guay, and to erect it into a separate school municipality, to be known as "The Village of Ormstown," with the same limits as were given to it as a village municipality under proclamation of December 18th, 1889.

To detach from the school municipality of Bois de l'Ail, in the county of Portneuf, numbers 124, 125 and 126, of the official cadastre of the parish of Saint Basile, and the part of numbers 10, 12 and 15, of the said cadastre, which is north of the Saint Jacques road, and to annex them to the school municipality of Saint Basile, in the same county.

To detach from the school municipality of Amqui, county of Rimouski, lots Nos. 23 to 44, both inclusive, of the first range of the township of Lepage; lots Nos. 7 to 18, both inclusive, of range A of the township of Amqui; and lots Nos. 7 to 23, both inclusive, of range B of said township of Amqui, and to annex them to the school municipality of Causapsal, in the same county.

His Honor the Lieutenant-Governor has been pleased, by an order in council dated the 23rd of July last, to erect the following territory into a school municipality under the name of "Saint Benjamin du Lac à Busque," to wit:

1. The twenty-nine first lots of ranges XI, XII, XIII and XIV, of the township of Cranbourne, county of Dorchester;

2. The thirty-seven first lots of ranges I and II, of the township of Watford, same county;

3. The thirty first lots of range III, of said township of Watford, same county;

4. The fifth and sixth concessions of the parishes of Saint François and Saint George d'Aubert Gallion, county of Beauce.

To detach the township of "Guigues," county of Pontiac, from the school municipality of Témiscamingue, same

county, and to erect it into a distinct school municipality, under the name of the "township Guigues," with the limits assigned to it by the proclamation of 12th July, 1881.

The above erections to take effect only on the first of July next, 1897.

26th February.—To detach from the school municipality of the parish of Longueuil, county of Chambly, the following lots of the official cadastre of the parish of Saint Antoine de Longueuil, in the said county, to wit: Nos. 155, 156, 157, 158, 159 and 160, and to erect them into a distinct school municipality, for Roman Catholics only, by the name of "Saint Jean Baptiste de Montréal Sud," county of Chambly.

The present notice to replace the one published in the *Official Gazette* of the 29th of February last (1896), page 1381.

23rd July.—To re-appoint the Reverend D. H. MacVicar, D.D., LL.D., a member of the Protestant Board of School Commissioners of the city of Montreal, his term of office having expired on the 1st of June last.

To re-appoint George Lampson, B.A., a member of the Protestant Board of School Commissioners of the city of Quebec, his term of office having expired on the 1st of July last.

THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC.

Nos. 8 & 9.

AUGUST-SEPTEMBER, 1896.

VOL. XVI.

Articles : Original and Selected.

EDUCATION AND SOCIOLOGY.*

In these days there have come to be so many ways of looking at things, that one has to be careful in making his selection of a direction in which to look ; and this possibility of bewilderment is perhaps becoming as imminent in our educational investigations as in any other investigations.

The teacher, in his novitiate, when he thinks do deal with the being of the child as a unit, finds no difficulty, in laying down a simple basis for his operations in school-work. The beginning and end of school-work is the improvement of the child's mind, the storing up of knowledge, the furbishing and furnishing of the memory ; and the method which secures this, along the lines of the least possible resistance, is the only true method. Is there anything more simple as a science than this, is there anything in any art so easy to get at as such a pedagogic ?

Even when there comes to the young teacher the revelation of the trinity in himself and in each of his pupils,—when he becomes convinced of the wider scope his pedagogy must take, he is still able to circumscribe for himself a simple basis for his professional operations, for his practical investigations of child-nature. The body, the mind, and the *ego*, and their inter-relationships have been the

* An address given at the late Buffalo Convention by Dr. J. M. Harper, Inspector of Superior Schools.

theme of all educationists, a simple theme in itself, and, as the young teacher used to think, one easy to be understood as a safe guidance in school-work. But is it not a fact that so widely,—I was almost going to say so wildly,—have we continued to discuss this same trinity and its relationships, that our teachers are beginning to beseech us to simplify rather than amplify our pedagogic disquisitions. In a word, the query that stares us in the face at a convention such as this is to be found in the cry of the young teacher: Has the science of education in these later times come to be the endless chain of the seer, is there any limit to the sphere of its theories,—are we ever to find rest for the soles of our feet?

The discussion which the preceding papers are likely to provoke, brings to my mind an article I once wrote, in which an endeavour was made to strike an analogy between society as an organism and the tripartite being of the child. The steam-engine, taken as an exponent of the manufacturing arts and physical comfort-promoters of the times, indicates in its effects the marvellous physical development of the world, just as the printing-press may be taken as an exponent of intellectual progress, or just as the Christian religion may be considered as the highest type of the moral forces that are guiding mankind towards a higher ground of right-doing. As the pupil has to be subjected to his three drills,—body-drill, mind-drill, and soul-drill,—in order to secure for him an even development of his whole being, so has the world or society been subjected to three great social forces or processes, to bring about its nineteenth century development. In this sense God stands as the first of schoolmasters.

Education means the fullest development of the whole being of man. As a branch science of sociology, the *scientia scientiarum*, its history may be likened to the history of science itself. Science had its birth in the investigation of the physical or the fixing of a Cosmology, when men, surprised to find that a fish had weight in water as out of it, began to run away from a faith-reading of the spheres; and education as an *ology* had its beginnings in the mere physical arrangements by means of which the old pedagogue was said to run a tidy school with a moderating use of the thong. But refusing to stop short in its identifications of natural law in the physical constitution of things, while

tabulating them in the sub-sciences of physics, chemistry, geology, astronomy, science saw man himself and his environment affected by the forces of heat, light, and electricity, and finding in these the evolvers from a lower to a higher condition of life, from the jelly-fish to the kings of men, laid the foundation-lines of a new branch of science and called it Biology; and so in the same way, education, having tarried long near the outs and ins of empiric methods, came to discern its foundation-lines in the "new education,"—in the psychology that was ready to father the true pedagogy, and took to indentifying the natural laws that affect the mind on its way from a lower to a higher activity. With Cosmology as a classifying knowledge of the world in its physical aspects, and with Biology as a knowledge of the laws of nature found in the activities of its vital order, science had to take a further step in advance when it came to see that the present was but a developed past or an undeveloped future, when it came to detect the laws within us and without us but not of us, that are said to work for righteousness; and that step, it is needless to say, was the movement in favor of the "new philosophy" that fathers the science of Sociology.

In these three great families of sub-sciences, Cosmology, Biology, and Sociology, we have the right hand terms of a second striking analogy between the developing stages of the world's knowledge, and the developing stages of the sub-science of education. And as Sociology may be looked upon as the crowning glory of all science, in which the function of the individual is identified as the issue of a natural law, co-ordinating with the other social energies in the environment, so may the moral value of the individual be considered the most seriously important of the problems the educationist has ever been called upon to consider. Sociology is the science of the sciences, including Cosmology and Biology, just as character-building includes physical culture and mind development. The close inter-relationship is undeniable in both cases. A sound mind in a sound body is a necessary part of moral responsibility. The three go hand in hand. *Mens sana in corpore sano* is a good enough adage to force us to keep always in view the necessity for physical culture in school, be it vocal drill or calisthenics. And, as I have another adage, with a reform twinge about it to guide me in the right while working for

an improved mental activity in the young, namely, "It is not that which goeth into the child's mind that educates but the manner of its coming out," so have I, while seeking to raise the standard of school morals, urged upon all, "To follow the argument (that is the right of it) wherever it will lead." These three adages I would inscribe on every teacher's heart and soul. They embody the all and the be-all of education. A great principle in each, they are the three greatest of all principles ever laid down in the hearing of teachers. Repeat them to yourselves, repeat them to others, repeat them everywhere, until you feel as if you were guilty of mortal sin in not having at work the best of plans, invented or borrowed, to mature through school-work the value of the individual, physically, intellectually and morally.

It is with the moral aspect of education that I am personally most seriously engrossed at the present. I have been doing my best to introduce into the schools down our way a series of school exercises or drills that have for their object an improved physical and intellectual development among the children, and it is my intention, with the co-operation of the teachers, in my inspectorate, to introduce this coming year some definite processes for improvement in applied school-ethics. There is not a boy or girl in our schools who has not to learn the Ten Commandments and the precepts of the Sermon on the Mount. Our schools are neither separate, sectarian, nor godless. They are public schools in which the Bible is read and studied as the best of all moral codes. Hence our boys and girls are expected to learn off by heart large portions of the sacred volume. They are expected to know the Ten Commandments thoroughly and the prominent precepts of the Christian religion as well. And yet I do not know that the standard of our morality is any higher than it is elsewhere. Down our way, just as over your way, we have men, who have been to school, who worship the mammon of unrighteousness just as sedulously as their forefathers worshipped the only living and true God, who bow down in their whole being before the idols of some palatial way of living, who swear like troopers, who worry some poor unfortunate creditor of theirs to the death, who joke over the sacredness of the marriage vow, who take advantage of their neighbour every time, and laugh over their own smartness

in doing so, who daily utter falsehoods more hideous than those of Ananias or Baron Munchausen, and who are as full of jealousies and all manner of unsavoury prejudices as a neglected egg is full of noisomeness. They know that Christ said "An eye for an eye" ought to have no place in a civilized world, and yet "Tit for tat" is one of the first principles of their lives. They know that the key-note of Christ's message was and is,—“Love your enemies;” and yet they continue to be better haters than Philip II. or Bluebeard. Nor are these people tabooed by society. They are respectable people. They are invited out everywhere. They are not moral by any means. Indeed they make no pretensions to religion or even a mediocre morality, beyond going to church on Sunday or sending a female proxy. What does it matter to them whether a man's soul is nasty or nice, as long as its outward adhesion to the respectabilities of society is all that society demands? No, they are not moral, though they have been to school. But they are intelligent. They are heirs to wealth through birth or marriage, or they have succeeded in their tradings. No, they are not all politicians, though many of them are possessed of even less than a moiety of the morals required for that professional way of living. They are not even the heathen at home. They have been to school. They have had a moral training in school, and now all that we can say of them is that they are sociological forces at play with other sociological forces. Whether for good or bad we know each has his value; and it is for us as educationists to find out what that value is in order that we may put some estimate on the moral training given to them while at school, to find out how it works for good or bad, and how it may be revised or verified, how it may be converted into a means toward an end, the end being the enhancing of the value of the individual in the economy of nature. This enhancing of value is the legitimate work of education, and applied school-ethics is the force that will bring about the enhancement. In a word, as far as education has to do with sociology as one of its sub-sciences, its work is to define the maximum value of the individual, and to formulate and foster methods that will raise the citizen to the highest ethical standard of communal worth.

I do not think that the individual as a force co-ordinating with other social forces can ever work only for good.

Sociology teaches us that, of necessity, that is not the way of the world. Good and evil are necessary to the sociological order of things, the world assimilating the one and excreting the other. The maximum value of the individual is therefore variable. There is no mathematical certainty about it. And this arises as much from the within as the without of the man. As a creature of circumstances, with himself as one of them, his function is not always at its fullest tension for good or for evil. A man is neither all bad, nor can be all good. The conscience grows by absorption, and so does the tree, but a maple is not a beech nor is a birch an oak. There is within every living organism an individualizing force, a force within us and not of us that makes for righteousness, that makes for good or evil, for growth or decay, for beauty or rottenness in all that we see around us; and we teachers and educationists are ever longing to lay hands on this nucleotic force, eager to fashion in our own way this fashioner of fate, notwithstanding the lion in the way. Which came first, the egg or the bird? Answer me, and I will tell you which came first, man or his environment. And when we see society saturated with so many false beliefs, when we see a false coin examined so scrupulously and an unworthy opinion allowed to go Scot free on its way of evil, when we see the lesser logic hurrahed over, while the ground-work of the truth of things is only listlessly thought of, the task of discovering the general solvent of ethics becomes the task of the alchemist when science was in its babyhood.

Is it a natural law that men for the most part love the things they ought to hate? Is the doing of things we ought not to do and the leaving undone things we ought to have done a fixed decree necessary for the safety of society? Is it a sociological principle that people should so seldom make the most of their mind and moral energies? Is there none good, no not one, and why? Does wrong-doing always hurt some one? Does right-doing ever hurt anyone? Does the leaven of good leaven more than the leaven of evil? What is moral force? Is there a conservation of moral energy as there is a conservation of physical energy? What is a belief? Is it a cause or an effect? What is a dogma. Is it a product or a creator? What is a motive? Is it primary or derived? These are problems, sociological

problems which the "new education" has to investigate with fear and trembling.

Why is that girl of a pouting temperament? Have you seen her mother? Why is that boy so stupid or evil-disposed? Have you seen his father? Why is this school worse to manage than another? Have you any knowledge of the community? Have you seen the homes of your pupils? Have you met the fathers at church and market? The law of heredity lurks in every one of these queries, and the teacher who knows not how to come into close quarters with that law, to wrestle with it as part and parcel of the law within working in the individual for good and evil, has not yet learned the alphabet of his calling, knows nothing of education as a branch of sociology. As the whole duty of man is to love one another, so the whole duty of the teacher is to enhance the value of the individual, with all the elements of the environment in hand during the process of school training, in other words to train up the child, by example and precept, to lead a clean life.

And let us be careful to know this which John Tyndall has said in the true spirit of the truth-seeker:—Facts rather than dogmas have been the ministers of human development, hunger and thirst, heat and cold, pleasure and pain, fervour, sympathy, shame, pride, love, hate, terror, awe,—such were the forces whose inter-action and adjustment throughout an unmeasureable past, wove the triplex web of man's physical, intellectual and moral nature, and such are the forces that will be effectual to the end."—*The Canada Educational Monthly*.

PROBLEMS OF THE COUNTRY SCHOOL.*

BY BESSIE M. FRASER.

The problems which face the teacher of the country school are many and puzzling, and at times, no doubt, to many, the possibility of meeting and solving them seems lost in the mists of the future. In some districts so much is expected of the teacher, she—I say she, because, as a

* A paper read at the Educational Institute of New Brunswick, held at Fredericton, in July last.

rule, the country schools are in charge of female teachers— if willing to work, can find plenty to do, as others are perfectly willing she should do all in her power and a little more besides. Among other things with which the teacher of the country school has more especially to contend, may be mentioned: The attitude of parents, irregular attendance of pupils, lack of apparatus.

The Attitude of Parents.—This may take different forms. On the one hand, parents sometimes manifest utter indifference as to the school and its working. As a rule, in country districts, people live at long distances from the school-house. Parents send their children to school, but give them not a thought after they have left. They never think of visiting the school and take not the slightest interest. The question is, how can we arouse in them an interest in the school? This may seem, and it generally is, a long and difficult task, but patience and perseverance will accomplish much. In this case, it would be a good plan for the teacher to visit the parents at their houses. Perhaps they will not be found very willing to talk of school matters, but talk to them and make them talk. Tell them of their own children, what they are doing, how they are getting along in their studies. Praise them a little, this will always touch a parent's heart, and perhaps there will be a warmer feeling for the teacher. Ask them to call at the school-house. At first, no doubt, many excuses will be made, but in time you will find them taking a real interest. Then it will be much easier, the children will be provided with text-books and everything they need.

On the other hand, people sometimes take too deep an interest, or of the wrong kind. They wish to rule in everything, and of course, a poor young school teacher needs some one to advise her how to conduct the school. She needs an older head to direct her, and they think it their duty to tell of any mistakes they may think she makes, etc. If you try to do anything for the benefit of the school, you must consult them. With such people I would say, leave them entirely to themselves, give them distinctly to understand that you are able to manage your own affairs. Do not speak unkindly or in any way hurt their feelings, but be firm, listen to their friendly (?) advice and do as you think right yourself.

Irregular Attendance of Pupils.—How very trying it is, we probably all know, to have a pupil or pupils, who attend irregularly. In the country especially, pupils are kept at home for such trivial things. A little extra work to be done, one of the children must be kept home. They get behind their classes and a great amount of work must be done over again by the teacher or the pupils lose a great deal. After a time, they lose their interest in school and do not want to go. You must try to make the parents see of how much more lasting benefit, of how much greater importance a boy or girl's education is to be to them in after life, than the little saved by their work. Youth is the time of storing for after years, and if the time is wasted then regrets will fill the years to come. Urge the trustees to give prizes and clearly impress upon the minds of the pupils that regular attendance is the principle thing. They will all be anxious to work for prizes. I often wish compulsory attendance were the law throughout the land. It would be the very best thing that we could have and I hope it will not be long in coming.

Lack of Apparatus.—How often do we find the necessary apparatus wanting. Maps are few, black-boards poor, and many other things unknown. Here the teacher has a grand chance to work. In many little ways may the supply be added to, and the pupils greatly benefitted at the same time. Take for instance, a school concert. No small amount of work is implied—but it is a pleasure, and the results amply repay one for all the trouble. It is a great help to the children. The training and study necessary to an appearance in public, strengthens the mental powers and improves their reading, beside the confidence in themselves given by an appearance on the stage, a certain amount of which is necessary. Then the fact that certain articles in the school-room were obtained by their own work, gives a delightful feeling of ownership and a right to take special care of them.

There are many other ways in which the school apparatus may be improved, and I think every teacher should consider it his or her duty to do something in this line. I will say in conclusion, that I am proud to have my name enrolled in the ranks of the noble army of country teachers of Canada, as I think we are given a grand work to do, and a wide field in which to work. From among our country

boys have come, and are still coming, some of our greatest men. We may have under our charge one whose name will yet be famous. Let us, then, not think lightly of our work, but rather consider the great responsibility resting on our shoulders. Let us strive to do our best, and, if we have no other, will surely have the love of our pupils, which is worth a great deal, and will finally receive the reward of the faithful.

Editorial Notes and Comments.

THE *School Journal*, a most enterprising educational weekly, published in New York, has arranged for a series of articles by the most eminent educational thinkers at home and abroad, giving in concise form their fundamental pedagogical ideas. This series of articles bears the general title "My Pedagogic Creed," and begins with the statement of Col. Francis Parker, of the Chicago Normal School. The thoughts of those who have given the best of their lives to the digging out of educational truth should be of such interest to teachers and friends of children generally, that we have thought it well to reproduce for our readers, Col. Parker's confession. In reply to a letter from the editor of the *Journal*, he says: "First, I have unbounded faith in the development of the human race. I believe that the path and goal of mankind is education. The end and aim of education is community life. The child should be a citizen to all interests and purposes, the moment he enters the school-room; or, in other words, he should become through teaching and training an efficient citizen of his little community. I believe that the past has given us a vast inheritance of good that we should use for the future. I also believe that, comparatively speaking, we have just begun to study the science of education and apply art: that most things done in the past and that which we are now doing are comparatively crude. I believe that the only consistency in this world worthy the name is constant change in the direction of a better knowledge of humanity and of the means by which humanity rises to higher levels. I believe that the art of teaching is the art of all arts, it surpasses and comprehends all other arts, and that the march of progress is upon the line of the realization of infinite possibilities for the good and growth of

mankind. I believe in personal method in this sense that each teacher must discover methods by the study of psychology and all that pertains to the development of the human being; that he must apply that which he thinks is for the best good of his pupils, and by supplying the best he will learn something better. The future of education means the closest study and diagnosis of each personality and the application of means to develop that personality into the highest stature of manhood or womanhood. I believe that no teacher, no one, can study the science and art of education and remain in the same place, applying the same methods more than one day at a time. I believe that what we need in this country, to-day, is a close, careful, unprejudiced, thorough study of education as a science. I believe that dogmatism should have an end and in its place should come scientific methods of study and a tentative mode of application. I began to keep school forty-two years ago. I began to learn how to teach some twenty-five years ago. And, to-day, I feel deeply that I have not yet learned the fundamental principles of education. I believe in universal salvation *on earth* through education. I believe that man is the demand, God the supply, and the teacher the mediator, and when the day comes that this mediation shall approach perfection the human race will enter into new life. I believe that no teaching is worthy the name if it does not have a moral and ethical end. There are only two things to study, man and nature; there is only one thing to study, and that is the Creator of man and nature, God. The study of God's truth, and the application of His truth, are the highest glory of man. Herein lies the path and the goal of education."

—TEACHERS, do you ever doubt whether your calling is of sufficient importance to warrant your spending the best years of your life in the school-room? Let the following words, from one of our educational exchanges, sink into your minds. "The true nobleness of the teacher's calling is seen from the character of the material upon which he operates. The architect who builds a noble cathedral, the artist who carves a breathing statue, the painter who makes the canvas glow with the semblance of living forms, are all working for posterity. But canvas, marble, granite, all are perishable. The plastic material with which the teacher has to deal is imperishable, and the impress of his moulding

hand must endure so long as the mind on which he works shall continue to 'flourish in immortal youth.' It is inconceivable that an impression once made for good or evil, upon a living mind, can ever pass away, so as to leave no trace in that mind's history."

—IN his recently published book, "The Common School System of Germany," Dr. Levi Seeley says: The three most important lessons taught the world by Germany are, 1, that all teachers must be professionally trained, and therefore have a professional standing; 2, that they must receive permanent appointments; and 3, that children of lawful school age must attend school every day of the year that it is in session, the parents being held accountable for such attendance. All of these propositions are practically and successfully worked out in Germany.

—THE editor of the *School Moderator* makes the following remark: "If a layman is asked to take charge of an electrical plant, or advise as to the proper conduct of a critical case in surgery, he at once declines and expresses great surprise that anyone should suggest such a thing, knowing his lack of preparation. There are, however, few people in each district that do not consider themselves capable of telling just how the school should be managed." He then goes on to ask, "Is this an evidence that teaching is not a profession?" What do our readers consider the proper answer to such a question?

—IT is always interesting, if not always agreeable, to hear what other people have to say about us—to "see ourself's as ithers see us." We have lately come across two articles in outside journals concerning our educational systems, one on "Education in Canada," in a recent number of the *Scottish-American*, and the other on "Canadian Normal Schools," which appeared lately in the *School Journal*. From the former we take the liberty of selecting a few extracts. "The principle upon which education in Canada is based is, to a great extent, that which John Knox laid down for Scotland, and which did so much for that country. It is not, in all sections of Canada, by any means perfect yet. That could hardly be expected in a young and growing country. But, especially since our late honoured countryman, Sir Daniel Wilson, bestowed his great energies to the task of its full development, education all over the

Dominion has made wonderful strides ; and now it is not surpassed, if it be equalled, in any other part of the American continent. From primary school to university it is thoroughly equipped to meet every modern requirement, and some institutions, notably McGill University, Montreal, rival—in equipment, faculty, and in bursary and scholarship aids and rewards—the best and most popular of such educational establishments in the Old World. Then in institutions, like the far-famed Knox College of Toronto, Canada has theological seminaries which are as thoroughgoing in their curriculum and as complete in their methods as are any of the great theological colleges in Scotland ; and that we know is the highest meed of praise. Throughout Canada the leading principle of the educational policy is, that it should be open to the entire population. It is held that it is the business of the State to provide for the educational training of the young, and also to see to it that the facilities thus provided shall be fully taken advantage of. Each province makes and enacts its own laws on the subject, and so there are minor differences, but the leading principles are the same from Halifax to Vancouver. Possibly the greatest perfection is to be found in Ontario. They boast there, in fact, that they have the grandest common school system in the world ; but the other provinces are not far behind. There is not a boy or girl in Canada who can grow up ignorant of at least the Three R's for want of facility, and there is not a young man or woman in the Dominion who need be debarred from a university course for lack of "siller" if they show themselves worthy of such higher training and go the right way about getting it. Many an honoured Canadian minister now "wags his pow in a poopit" whose education in dollars and cents cost him, comparatively, a trifle..... As regards female education Canada should be a delightful field to contemplate, even for the most "advanced-" woman. The facilities for the education of girls seem as complete as can be devised. In the lower schools, as in the high and other institutions for older pupils, females pass through the same curriculum as the males, varied of course a little in details. Then all the advantages of higher education are open to them, and they have no difficulty in securing as good a university training as the males. Education in Canada may be summed up as being cheap, thoroughgoing and practical. People who

desire that their children shall command the best scholastic training cannot do better than take up their abode in the great Dominion."

From the article in the *School Journal* we take the following description of the McGill Normal School. The facts given are practically correct. "The McGill Normal School was established by the Government of the then united provinces of Upper and Lower Canada, in the year 1857, in the city of Montreal, to provide for the training of teachers for the Protestant schools of Lower Canada. The direction of the school was committed to the superintendent of education, the Hon. P. J. O. Chauveau, and the authorities of McGill College jointly. The first principal of the school was Doctor, now Sir Wm. Dawson. The present principal is S. P. Robins, LL.D. Since Confederation the school has been maintained by an annual grant from the Legislature of the Province of Quebec. It is now under the control of the Protestant Committee of the Council of Public Instruction of Quebec, which, however, commits its immediate administration to the Superintendent of Public Instruction and to a committee chosen by the corporation chosen by the McGill University. The school is thus kept closely in touch with and receives valuable assistance from McGill University. The Government revenue is increased by a grant of \$3,000 from Montreal Protestant Board of School Commissioners, making a total of about \$17,000 per annum. Sewing, modelling in clay, and cooking are taught, and a workshop is maintained in-connection with the school. The full normal school course extends over two years of nine months each. At the end of the first year, successful students are granted an elementary school diploma, and at the end of the second year, a model school diploma. The majority of the students take the two years' course. The literary qualification demanded at the end of the two full years' course is almost exactly equivalent to that of matriculation into McGill University, and with a certain specified standard is accepted by that university as matriculation *pro tanto*. The literary qualification demanded for entrance to the normal school may be said to be slightly inferior to that of a student who, with a year's study, could take McGill matriculation. Last year there were 11 male and 156 female students in attendance. There is also in connection with McGill Normal School a short course in

pedagogy for what is called the academy diploma. It consists of forty lectures and forty half days' teaching in the practice school. For entrance to this course students must be either university graduates, or under-graduates of two years' standing holding the model school diploma previously described. Last year ten male and fourteen female graduates of McGill University took this course."

—SPEAKING of benefactions to our colleges, attention may be drawn to the Victoria College, which is in course of erection in Montreal. This institution had its origin in the endowment of the Donalda Arts Course for ladies in connection with the McGill University. The endowment was given by Sir Donald Smith, at present High Commissioner of Canada, and now he intends spending half-a-million in maturing the original idea into an institution which is likely to become complete in its efficiency. The scientific side of McGill is well looked after by Mr. Macdonald, the millionaire manufacturer, who, as his means accumulate, is always ready to give a half-a-million now and again to develop his favourite institution as a school of science. The principal of McGill has been doing his best to foster the Arts Course, and it is very likely that in the near future a large endowment for building purposes and other developments will be secured. The smaller institution of Morrin College, which has for many years been in a kind of moribund condition, and which some people have always been declaring to be unnecessary, has received a new principal in the person of the Rev. Dr. Macrae, an ex-Moderator of the Presbyterian Church, together with two new professors from Nova Scotia. The endowment from the Dr. Morrin estate has always been held to be inadequate to carry on the business of a college; but since the Ross estate has yielded a further sum, there has arisen the hope that better things are in store for the college. With McGill so near, however, the institution can hardly ever be expected to become more than a secondary school, for the education of students from the poorer sections of the Province who wish to prosecute their studies at the least expense possible. There is a possibility that the divinity classes may be re-opened, with the local clergymen as professors.—*Educational Monthly*.

From the latest reports concerning Morrin, it would seem that the College is to open this year with bright

prospects for a successful session. The increase in the endowment and completion of the professorial staff, it is hoped, will bring the desired increase in the number of attending students.

—“THE June-July number of the *Educational Record of the Province of Quebec* well maintains the high standard of literary excellence and educational usefulness which has for some time characterized it.” The EDUCATIONAL RECORD is not given to saying much about itself, but the above-quoted kindly expression from the pen of a brother editor has inspired us to say a word or two in our own behalf. We have always done, and hope always to do, our best for our readers, the great majority of whom are teachers in our provincial schools, though we must confess that the want of support at the hands of our friends sometimes makes it up-hill work. From time to time we venture to ask the well-worn question, Why do our teachers not take a greater interest in the RECORD? but, so far, the asking has been without effect. We will now vary the form of the old question and ask them, Do you take *any* interest in your school paper? Would you miss it were its publication to cease? Are you not aware that its pages are open to receive anything you may have to say to your fellow-teachers, so long as what you have to say is of general interest? Do you never *think* anything about your life work worth transmitting to your companions in the educational field? We sometimes wonder whether our teachers expect the editor of the RECORD to write and publish monthly a work on pedagogy for their benefit. If the remuneration were adequate we might be tempted to try it, but we doubt whether our supply of educational knowledge would long stand the drain upon it. Our readers must recognize the fact that the conditions under which an educational paper is published in this province are very different from those in larger communities, where such journals are to a large extent self-supporting. They must recognize the fact that these conditions are such as to preclude any remuneration, in a pecuniary sense, for contributions of any kind. This being the case, we do not ask our teachers to expend their time and energy in the preparation of exhaustive theses, to receive nothing in return for their labour; but we do ask them to let their fellow-readers of the RECORD have the benefit of any devices or methods they may have found of

practical value in the every day work of the class-room. In the past, we repeat, the teachers of this province have taken too little interest in their own professional magazine. We hope for better things in the future. With this number the time unavoidably lost at the beginning of the year will be caught up, and we hope to have the October issue in the hands of our readers *in October*. And here let us take the first opportunity that presents itself of greeting our teachers and pupils on their return to work after the summer vacation. We trust they have all profited by the temporary release from toil, and are prepared, mentally and physically, for the joys and sorrows of the school year which has just begun.

Since writing the above, we notice that the editor of the *Educational Journal* has been addressing his readers to the same effect. In greeting the teachers after the summer holidays, he says: "There is, however, one request which we beg leave to make of our friends in the profession. Some of them have expressed a desire that *The Journal* should become, to a greater extent than hitherto, a medium for the interchange of thought among teachers. This suggestion is in entire accord with our own views and wishes, but the improvement is one which cannot be brought about without the aid of our friends and subscribers themselves. We, therefore, cordially invite teachers of every grade to make free use of our columns in any and every way whereby they can promote that desirable end. If one would describe in our columns a method of teaching this or that particular subject which he or she has tried and found successful; if another would point out some difficulty or danger to which new teachers, of whom there will, no doubt, be a large number among our readers this term, are specially exposed, and how to avoid it; if others would give us helpful notes on literature lessons, or point out modes of interesting classes more successfully in geography, or grammar, or spelling, and so forth, until many shall have exchanged ideas and experiences on a wide variety of practical educational questions, the desired end would be attained, and both our readers and ourselves would be much the better for it. Come on, friends. There is no better culture for yourselves than that which you will gain in striving to express your thoughts in the best manner, for the benefit of your fellow-teachers,"

Current Events.

THE Protestant Teachers' Association meets in the Normal School, Montreal, on the 15th, 16th and 17th of October next. The programme, so far as outlined, is as follows:

Elementary Schools, by N. T. Truell, Esq., and Inspector McOuatt. All inspectors are invited to contribute to this discussion. Mr. T. Stenson, M.P., and Inspector Demers are to be invited to speak on this subject.

Teaching French, Mr. H. H. Curtis.

A Class in Reading, Mr. E. W. Arthy.

Moral and Religious Training in Schools, Dr. J. M. Harper.

Self-Culture, Dr. S. P. Robins.

Discussion to be led by Mr. J. A. Dresser.

The Hon. M. F. Hackett, Provincial Secretary, is to be invited to give an evening address. The President's address will be given on the same evening. The programme for the second evening will be provided by a committee of teachers residing in Montreal. There is material enough provided already for a successful convention, and there is no doubt that the attendance will be as large as usual.

—THE School Commissioners of Westmount have, during the summer vacation, been endeavouring to place the school almost on an entirely new basis by reorganizing their staff and compiling a new course of study. The course of instruction covers a period of ten years, the first seven of which are devoted to the work of primary education, the last three to that of secondary education, leading up to the A. A. examination, and matriculation into all the faculties of McGill College. The kindergarten class has been discontinued, but the teachers of this class last year will conduct the preparatory class on kindergarten principles. With regard to the new staff, the securing of the services of the Rev. T. Z. Lefebvre, B.C.L., and the engagement of Miss F. R. Angus, B.A., will equip one of the best teaching staffs in the province. Too much praise cannot be given to the Westmount Commissioners for their endeavour to bring education in their municipality to the highest level. Mr. Lefebvre will take especial interest in the teaching of the French language in all classes. Westmount is also to have another new school building, which, when completed, will

be a nine-roomed structure of a splendid design, including the most modern improvements. At present it is the intention of the Commissioners to complete four rooms only, which will give accommodation to at least one hundred and sixty pupils. The elementary course of instruction will first be taught, but on the completion of the building no doubt it will be extended to that of a model school.

—THE school authorities of Lennoxville have received the Medal and Diploma awarded to Lennoxville Model School at the World's Fair, Chicago, in 1893, for an exhibit of work done by the pupils.

—AMONG the changes in connection with our Superior Schools, news of which has so far come to us, is the appointment of Mr. Von Iffland, who had charge of the Buckingham Model School last year, to Cowansville Academy. Mr. Rivard, for some years principal of the academy, has gone to his father's home in the United States. Miss Kate E. Cole, who did such good work at St. Hyacinthe last year, has been replaced by Miss Mackie, of Montreal. From the still incomplete Directory of Superior Schools, we learn that many of the old faces will be seen this year in the old places. This is as it should be, indicating, as it does, the much to be desired permanency of position in the teaching ranks of our province. Our head-teachers should send in their names and those of their associates as soon as possible, so that the Directory may be complete for publication in the October number of the RECORD.

—IN a letter to the editor of the *Canadian Gleaner*, Mr. Louis Simpson, of Valleyfield, says:—"Should the citizens of Valleyfield so desire and are prepared to work, I have no hesitation in saying, that it is possible, within three years' time, to place the Valleyfield school in the front rank of the educational institutions of the province. But nothing comes without work.....I would ask them (the citizens of Valleyfield), Do you want the best education for your families and for your future citizens? If so, are you prepared to work for it, with a single eye, with a view of obtaining it?" These words have the right ring about them and indicate a spirit which every public-minded man should have and express towards the district school and all that concerns it.

—THE Kingston, Ontario, School Board, becoming convinced that practical as well as theoretical education would be advantageous to the pupils under their care, have prepared a scheme of manual training for introduction after the holidays. With this in view, Miss Jennie C. Shaw was sent to New York to study methods, and she has returned fully versed in the elementary plans, so that a beginning may be made in all junior classes. Sewing will also be introduced, the Cleveland, Ohio, system being employed.

—WE are informed that there are no changes this autumn in the Montreal High School staff. In the High School for Girls, the Saturday session has, owing to so many complaints on that score, made by parents of the pupils and others, been abolished entirely. The hours of study will in the future be, for senior classes from 9 a.m. until 2 p.m., and for the junior classes from 9 a.m. until 1 p.m., for five days in the week. Provision has been made to supply lunch to the pupils during an intermission. The Board of Commissioners have instituted kindergarten classes in the Ann street, Berthelet street and Royal Arthur schools. The introduction of classes in cookery at the Aberdeen school has met with so much success that a class of instruction in the same will be opened at the Riverside school, to be attended by pupils from the Riverside, Lorne and Ann street schools.

—A DEPARTMENT of Architecture has been established in connection with McGill College, Montreal, and lectures will begin this year. The Department of Chemistry and Mining will also be placed in a thoroughly efficient condition. The erection of the new building, to be donated by Mr. W. C. McDonald, will be proceeded with immediately, and will be fully equipped with the most recent apparatus for the study of chemistry, mining and metallurgy.

—THE following new appointments have been made in the Faculty of Applied Science at McGill: Professor Stewart H. Capper, M.A., of Edinburgh, to the recently endowed McDonald chair of architecture; Professor John B. Porter, Ph. D., of Columbia University, New York, to the McDonald professorship of mining and metallurgy; Mr. Herbert W. Umney, of London, to be assistant professor of civil engineering; and Mr. Henry F. Armstrong, of Leeds, and more recently of London, to be assistant professor of

descriptive geometry and freehand drawing. These gentlemen are all well qualified for the positions they are to fill, and it is said that the testimonials and reputations of Professor Capper and Dr. Porter are such as to ensure the success and rapid development of the architectural and mining departments.

—MANY of our Academies and Model Schools have issued neat and tasty calendars for the session which has just begun. Among the schools worthy of mention in this respect are Stanstead Wesleyan College, St. Francis College, Compton Ladies' College, Lachute Academy and Compton Model School.

—BUFFALO, N. Y., is to have a truant school, which will be a temporary home for boys who persist in running away. Arrangements are being made to enforce the new truant law. Every patrolman will carry a book of blank reports, which will be filled out and returned each day to the superintendent of schools. These reports are worded as follows:—"The following children, apparently between the ages of eight and sixteen years, have been found wandering about the streets and public places of the city during the school hours of the school day, having no lawful occupation or business and growing up in ignorance, and are reported as proper subjects for investigation by an attendance officer of the department of education....." Each truant officer is required to send a written notice to the parent or guardian of a non-attendant. If the notification be to an employer of child labour, it is sent by the superintendent, and warns the employer that if he continues to employ a child who has not attended school eighty consecutive days during the present school year, he will subject himself to a fine of \$50. When the parents or guardians are unable to compel the child to attend school, they must present a certificate to that effect to the superintendent, who will send the boy to the truant school.

—THE annual convention of the National Educational Association, held in Buffalo in the early part of July last, was from all accounts a great success. The most distinguished educationists of America were there, and gave freely of their ideas on educational subjects to the great body of teachers assembled from all parts of the Continent.

An exchange says: One remarkable feature of the convention lay in the fact that the faddist had no place given to him in the discussions. The broad questions of child nature, the true function of the school, and the legitimate developing lines from school-work to citizenship, were never lost sight of, and in this fact is to be found the hope that the proceedings, when published, will be read by the tens of thousands of the members with interest and the highest beneficial effect. It would be of excellent service to us in our conventions were the vainglory of the individual to give place, in this way, to the importance of the subjects. The man who can advise the practical teacher is the man who has been a practical teacher, and not the theorist whose name and fame may provide the newspapers with his biography and the ragged outline of his physique, after he has delivered what can but be styled perhaps the most excellent of addresses, but one in which there is no sound, practical advice to the young teacher struggling from day to day with the practicalities of the school-room.

—DURING the school year last past, there were 4,334 children in 68 kindergartens in the State of Massachusetts, 38 of these being public kindergartens.

—THE educational institution for coloured pupils founded at Tuskegee, Ala., by Booker T. Washington, has 78 teachers and an attendance of 1180. The pupils earned \$45,288 last year in their shops and dairies, and the school received in gifts nearly \$60,000. Here is an instance of what can be accomplished by a capable and resolute leader in a good cause.

—HELEN KELLER, the marvelous deaf, dumb and blind child, will enter the preparatory school for Radcliffe College at the beginning of the fall term. This decision was reached by Dr. Gilman, principal of the Gilman Training School for Radcliffe, who for a week had under consideration the proposition made him by Miss Annie Sullivan, the life-long friend and teacher of Helen, that her young charge be admitted as a pupil to the elementary course.

—THE latest report of the proposed charter of the municipality of Greater New York has a chapter which provides for the creation of a teachers' retirement fund. This fund is to be drawn upon to retire, and furnish annuities for, female teachers who have served thirty, and for male

teachers who have served thirty-five years, and are certified by the city superintendent of schools as being either physically or mentally unsound.

—A MOVE has been made in the right direction in connection with the schools of Brookline, Mass. The commendable attempt made last year to train a limited number of college graduates for the work of teaching met with such success that it has been decided to continue it during this year. It may confidently be expected that with the experience already gained, the facilities offered for gaining a knowledge both of the science and art of teaching will be ample and efficient. Those joining the "Brookline Training Class for College Graduates" are expected to give their time for the entire year, beginning September 22, unless some unforeseen necessity arises for doing otherwise. The elements entering into the training are as follows:

1. Observation in all grades of the Brookline schools from the kindergarten to the high school. Special times will be appointed for this purpose.

2. Teaching under the direction of experienced instructors. Special attention will be given to interest, correlation, questioning, and reproduction.

3. Weekly lectures, with collateral reading upon (*a*) The History of Education; (*b*) Psychology applied to teaching; (*c*) Principles of teaching and school management; (*d*) Methods of teaching the various branches; (*e*) Attendance upon general meetings of teachers and the meetings and public lectures of the Brookline Education Society.

4. The preparation of a thesis upon some educational topic.

Among those who are expected to give lectures or instruction during the year are many prominent educationists of the United States.

—THE London, England, School Board has employed an expert oculist to examine the eyes of school children, in order to ascertain whether school work is causing "progressive myopia." Dr. Carter, the examining oculist, reports that out of 8,000 children examined less than 40 per cent. have normal vision in both eyes; that 12.5 per cent. had normal vision in the right and subnormal in the left eye; 8.6 per cent. had normal vision in the left eye and subnormal in the right. The per cent. of subnormal vision in both eyes was 39.7. Over 64 per cent. of the children

tested had astigmatism. Dr. Carter finds very little progressive myopia, and he thinks that the eyes of pupils are not seriously affected by the conditions of school life. The sight of London children is not cultivated by their environment. They see only the other side of the street, while the country child has an expanse of landscape before him. His sight is exercised, and no doubt if a test of the sight of country children were made it would be found to exceed the normal, as much as that of the city children falls below it.

—AT the last Edinburgh graduation, Professor Prothero made an excellent speech on the character and value of a liberal education. He pointed out that professional education generally ceased to be liberal in proportion as it became practical. The special instruction which fitted a student for the church, the bar, medicine, and education, in so far as it was limited or specialized in its aim—in so far as it conduced to success and distinction in a certain walk of life—was not liberal. He did not say that professional education was better or worse than liberal, but it was not the same. The distinction is often lost sight of in this exceptionally practical age. If it were not for the rapid development of our universities, side by side with the exclusively technical and scientific institutions, we might well despond over the future of liberal education and the decay of the humanities. Not that the scientific and the technical are of necessity divorced from liberal culture, for, as Mr. Prothero says, the mind that has habitually fed upon what is worthiest in science and literature acquires a combined firmness and sensitiveness, a grasp and subtlety, a decision and a delicacy of touch, which are the mental equivalents of vigorous bodily health. “The furniture of the cultivated mind was not facts, not what we called learning, but rather the ideas which were the deposit of facts well pondered; its peculiar characteristic was that mental courtesy and polish which sprang from intimacy with the great works of the intellect in all time. This was the ripest fruit of a liberal education; a university was the garden where it ought most easily to grow.” The humanity born of facts may be riper and more wholesome than the humanity born of imagination; but the first kind is not born at all until the facts have crystallized into ideas.—*The Educational Times*.

Literature, Historical Notes, &c.

HELEN KELLER.

BY CHARLES D. WARNER.

The story of Helen Keller is too well known to need repetition here. My own excuse for increasing the publicity of it, which she and her judicious friends have never sought, is the exceedingly interesting mental and moral problems involved in it. A child of great apparent promise and most winning qualities, she became deaf, dumb, and blind at the age of nineteen months. Thenceforward, till her seventh year, the soul within her was sealed up from any of the common modes of communication with the world. It could only faintly express itself, and there seemed no way that knowledge could reach it. What was it during that silent period? Was it stagnant, or was it growing? If it was taking in no impressions, usually reckoned necessary to education, was it expanding by what used to be called "innate ideas"? When her teacher, with infinite patience, tact, and skill, at length established communication with her, she found a mind of uncommon quality, so rare that in its rapid subsequent development one is tempted to apply the epithet of genius to it. It was sound, sweet, responsive to a wonderful degree. The perceptions, if I may use that word, were wonderfully acute; the memory was extraordinary; in short, there was discovered a mind of uncommon quality. Was it really a blank that the teacher had to work on, or was there a mind in process of developing, independent of contact with other minds? The development or the growth was very rapid. Helen Keller is now fifteen, and better educated in literature and languages, with greater activity of thought, more vivacity, quickness of appreciation, and greater facility of happy expression of her thoughts, than most girls her superiors in years. Considering her limited facilities for acquiring information, the result is very puzzling from a merely materialistic point of view.

Another train of thought is suggested by her character and disposition. She is what her infancy promised. Great amiability and sweetness of disposition have been preserv-

ed in her intellectual development, and I believe that she is the purest-minded human being ever in existence. She has never known or thought any evil. She does not suspect it in others. The world to her is what her own mind is. She has not even learned that exhibition upon which so many pride themselves, of "righteous indignation." Some time ago, when a policeman shot dead her dog, a dearly loved daily companion, she found in her forgiving heart no condemnation for the man; she only said, "If he had only known what a good dog he was, he would not have shot him." It was said of old time, "Lord, forgive them: they know not what they do." Of course, the question will arise whether, if Helen Keller had not been guarded from the knowledge of evil, she would have been what she is to-day. But I cannot but fancy that there was in her a radical predisposition to goodness.

I said that Helen is what her infancy promised. This point needs further explanation. Up to the time, at the age of nineteen months, when illness left her deaf, dumb, and blind, she was a most amiable, tractable child, not only winning and lovely, but with apparently an even, sweet temper and an unselfish disposition. From that date until in her seventh year, when Miss Sullivan found means to communicate with her, she had been isolated from the world. She could only express herself as an animal might. She could only be influenced by physical means—there was no way of telling her what to do or what not to do but by laying hands on her. She could make signs if she were hungry or thirsty. Her soul was absolutely shut in from influence or expression. In this condition she began to be more and more like a caged bird, beating its wings and bruising itself against the bars, to its physical injury. When Miss Sullivan took her it was almost impossible to control her. The fiery spirit within exhibited itself in outward violent temper. How could it be otherwise in what must have been an internal rage at the want of ability to make herself understood? But from the day that communication was established with her all was changed. She apprehended at once the means of communication, and was docile and controllable, only eager to learn more. And then she became again what she had promised to be in infancy, sweet tempered, loving, and gentle. All the investi-

ture of the years of seclusion fell off her as if it had been an ill-fitting garment. And never since for an hour, for a moment, has she been impatient or variable in temper, never otherwise than amiable and unselfish, and always happy.

And this opens the way to what, after all, is the radical question in this case-- the educational question. In all her education Helen has been put into communication with the best minds, with the best literature. She has known no other. Her mind has neither been made effeminate by the weak and silly literature, nor has it been vitiated by that which is suggestive of baseness. In consequence, her mind is not only vigorous, but it is pure. She is in love with noble things, with noble thoughts, and with the characters of noble men and women. It is not a possible condition for most of us in the world, but, nevertheless, the experiment of her education is very suggestive. If children in the family and in the public schools were fed with only the best literature, if their minds were treated with as much care in regard to the things sown in them as our wheat fields, what a result we should have! It is not possible to guard any normal person from the knowledge of evil and from the thoughts of a disordered world, but it is possible to encourage the growth in education of love for the noblest literature, for that which is pure and stimulating. And this result we shall have some time, when education is taken out of politics, out of the hands of persons who are untrained in psychology or pedagogy, and committed to those who are experts in dealing with the vital problem of the character of the generations to succeed us. Any one who converses with Helen Keller will find that her high training in the best literature has not destroyed her power of discrimination, her ability to make quick deductions and distinctions. On one occasion she repeated for me Longfellow's "Psalm of Life" with proper emphasis. She has learned to talk so as to articulate words with fair distinctness. In order to test her loyalty to Longfellow, who is one of her heroes, as Bishop Brooks also is, I asked her if it had never occurred to her that the "sands" in the poem was a poor material upon which to leave enduring footprints. "No," she said, "I have never thought of that ;

but the waves tumbling in on the seashore do obliterate the marks on the sand." And then her face lighted up with imaginative comprehension, and she added, "Perhaps it is different with the sands of *time*." Such a mind as that, in time, can be trusted to make acquaintance with any literature, for it will be equipped for judgment.—*Harper's Magazine*.

EDUCATION IN CHINA.—They have no conception of learning as understood in the West—of mathematics, chemistry, geology, or kindred sciences, and of universal history. Indeed, they have a very imperfect knowledge of geography. Their curriculum of study embraces the Chinese classics and philosophy (a voluminous compilation, especially holding in eminence the teachings of Confucius), the theory of government, and Chinese poetry and history. It is the standard fixed 2,000 years ago, and has undergone little change in the succeeding centuries.

One of our diplomatic representatives tells of a conversation had with one of the most distinguished scholars and highest officers in the empire, in which they canvassed their respective systems of education; and he reports that his Chinese friend had never heard of Homer, Virgil or Shakespeare; knew something of Alexander having crossed the Indus, had a vague knowledge of Cæsar and Napoleon, but none whatever of Hannibal, Peter the Great, Wellington, or other modern soldiers, and he was ignorant of astronomy, mathematics or the modern sciences. When the American Minister expressed surprise at these defects in Chinese education, the mandarin replied: "That is your civilization, and you learn it; we have ours, and we learn it; for centuries we have gone on, satisfied to know what we know. Why should we care to know what you know?"

Yet it must be conceded that the Chinese scholars and officials are usually men of decided intellectual ability, and they cannot be set down as uneducated because they have not followed the curriculum of study marked out by European civilization. It is a source of natural pride that they possess a literature and philosophy older than any similar learning in the West, and which even at this day are not obsolete, but exercise an elevating moral and intellectual influence on a vast multitude of the human family.—*The Century*.

WESTERN FACES THROUGH ORIENTAL EYES.—Lascadio Hearn writes in the August *Atlantic* of Faces in Japanese Art. Illustrating the striking difference between the drawing of Western and Eastern artists, he tells of two experiments where he showed copies of European illustrated papers to some Japanese children.

The first was with a little boy, nine years old, before whom he placed several numbers of an illustrated magazine. After turning over a few of the pages, he exclaimed, "Why do foreign artists like to draw horrible things?"

"What horrible things?" Mr. Hearn inquired.

"These," he said, pointing to a group of figures representing voters at the polls.

"Why, those are not horrible. We think those drawings very good."

"But the faces! There cannot really be such faces in the world," the child exclaimed.

"We think those are ordinary men. Really horrible faces we very seldom draw."

He stared in surprise, evidently suspecting that his Western friend was not in earnest.

"To a little girl of eleven," Mr. Hearn explains further, "I showed some engravings representing famous European beauties."

"They do not look bad," was her comment. "But they seem so much like men, and their eyes are so big! Their mouths are pretty."

The mouth signifies a great deal in Japanese physiognomy, and the child was in this regard appreciative. He then showed her some drawings from life in a New York periodical. She asked, "Is it true that there are people like these pictures?"

"Plenty. Those are good, common faces, mostly country folk, farmers."

"Farmers! They are like *Oni*" (demons) "from the *jigoku*" (Buddhist hell).

"No, there is nothing very bad in those faces. We have faces in the West very much worse."

"Only to see them," she exclaimed, "I should die! I do not like this book."

Practical Hints and Examination Papers.

SPELLING.

In noticing the spelling work of children from the first to the fourth grade inclusive, it seems quite evident that the great majority of the words which they misspell are the words which are entirely familiar in meaning, but to which their attention has not been especially called, and which they have formed the habit of spelling wrong in many cases. To, too, two are frequently misspelled, so also are new and knew, no and know, there and their. Then such words as dirt, turn, leaves, and stalk, words which the children constantly use and which occur in their written work are (I was about to say), usually misspelled. In looking over all these written exercises (the exercises from the lower half of the grades especially, and comprising all phases of work), I believe I am safe in saying that the misspelled words are, four out of every five, those which the children have frequently used from their earliest period of talking and which they constantly use in their common conversation.

Because, of this fact, we have undertaken to make our spelling work for the lower grades include, at least for one phase of it, those common words which the children use both in their talking and writing. We have undertaken, to begin with, the words which are most frequently used in written work, and to continue the spelling of such words as long as we find they misspell them. Each teacher is supposed to keep a list of the common words which her children frequently misspell, and to bring them into succeeding spelling lessons again and again until the correct form is fixed. These words are, of course, very different in form and sound. They comprise words that might be spelled according to rule and those which are "a law unto themselves."

The second idea in the spelling work in the lower grades (especially in the work of the latter half of the first year and all of the second and third years) has been to group words that have some particular sound and to study these words in the groups. No special attempt is made to dwell upon each particular word, but the entire group, or as many as it is practicable to take, are studied, and when

sufficient time seems to have been put upon these, if there are any exceptions to this common order of spelling, and if these exceptions are such that the children need to have their attention called to them at present, they are also taken. In the group of words, tool, school, spool, fool, and cool, the sound ool represented by $\bar{o}ol$. In connection with this, I do not think it is well to call their attention to such words as rule, where the sound ool is shown by ule—the u after r having the sound of long oo. The other words with the long oo had best be given fully and clearly, and no suggestion made as to any word that sounds the same, but is spelled differently. After this ending is pretty well associated with the particular words, then it is all right to suggest other words.

The third fact that we are also trying to insist upon as a key to spelling and pronunciation is what is commonly called some of the rules of spelling. We are trying to have little people see that c and g are hard and soft when they occur before particular letters; for instance, they are both hard before a, o and u, and both are usually soft before e and i. We also wish these little people to learn, if possible, before the close of their first year, that the final e in most words makes the preceding a, e, i, o, or u long. The knowledge of these simple principles is a very great aid in the pronunciation of new words learned in spelling.

So it seems to me there are three ideas to be kept in view in primary spelling, and these are the three which I have just given. First, that children should learn to spell the common words which they constantly use in their written work, and the teacher should make a special effort in seeing that all these little words are completely mastered by every child in the school. Second, it is a great saving of energy to teach words in groups; for instance, head, dead, spread, dread, and thread can all be learned by taking them in a group almost as quickly as any one can be learned alone. In the third place, the very easy and common principles of pronunciation should all be taken as quickly as the child can understand them. By learning that c before o is hard, and that there is not a single word which they ever use (or which any of them will probably use for several years) beginning with the letter k before the o, the child ought to know how to begin the spelling of any new word that begins with this particular sound.—*Indiana School Journal*.

INJUDICIOUS PUNISHMENTS.

In reproducing the following notes on injudicious punishments, from "Raub's School Management," the *Educational Journal* says:—"We seriously question whether the word 'punishment' is not a misnomer in this case. We doubt whether the teacher has anything to do with punishment. Punishment is pain or penalty inflicted for past wrongdoing. What has the teacher to do with that? His duty is, we hold, simply to prevent repetition of offences. What he should seek is to obtain sureties that the annoyance or wrongdoing shall not be repeated. The first requisite to this is to bring about such a state of mind and will in the offender that he will not desire to repeat it. Whether this or anything like this is the normal result of the so-called 'punishments' about which so much is said, let the thoughtful observer judge. To our thinking, one of the soundest and best test-questions, with regard to any given act of discipline—and discipline must, of course, be maintained—is, What is the temporary or permanent effect of the treatment adopted in the direction of bringing about such a state of mind and will in the pupil as will take away the wish or inclination to repeat the offence? No discipline which does not conduce to this end can be salutary or permanently effective. In other words the thing to be chiefly aimed at in all discipline is to change the will of the offender, not momentarily, through fear, but permanently, through the action of mind and heart and conscience—in a word, the moral nature."

The number of injudicious punishments is very great. All of them ought to be avoided under all circumstances. The following may be named as the most prominent:

1. Scolding.—This is never a proper punishment. Indeed, a scolding teacher soon loses the respect of his pupils. The less the teacher scolds and the less he threatens, the greater the number of friends he will have among the students, and the easier will he find the discipline. When threats are made they should be executed without fail. Both scolding and threats soon lose all force except to irritate a class and make it noisy and disrespectful.

2. Ridicule.—The teacher has no right to ridicule either the defects or the mistakes of a child. Such conduct makes a teacher deserving of all the contempt that pupils can

heap upon him. It is the teacher's business to encourage, not to discourage—to help to correct mistakes and train the pupils, instead of making sport of them. Sarcastic remarks with reference to a pupil's ability, calling him a dunce, a numskull, an ignoramus, or other equally offensive names, is contemptible conduct in the teacher.

3. Confinement.—Solitary confinement in a cell is among the most severe of prison punishments, and it is applied only to hardened criminals. Shutting a child in a closet, putting him in the coal cellar, and like punishments, are no less cruel. To a child of vivid fancy or nervous organization serious injury may be wrought by a punishment of this kind. Solitary confinement is not only injudicious as a school punishment, but it is also unwise.

4. Personal Indignities.—Among personal indignities may be mentioned all those annoying punishments which, though not severe in themselves, serve to irritate a child, such as pulling the ears, snapping the head, pulling the hair, compelling the child to wear a dunce-cap, and the like. All of them are improper.

5. Personal Torture.—All kinds of torture are improper punishments. Many of the old-fashioned punishments were little less than barbarous. Such punishments as compelling a child to stand on one foot, hold a book at arm's length, kneel on the sharp edge of a piece of wood, walk barefooted on peas, hold a nail in the floor without bending a knee, etc., ought to belong to the dark ages.

6. Performance of Tasks for Misconduct.—No pupil should ever be asked to study a lesson for misconduct. There is no connection between the two, and a love for learning is not instilled in this way. The boy who is required to write two hundred words after school as a punishment for pinching his neighbor or whispering in school does not see the relation of the punishment to the offence, and he must come to regard his teacher in the true light, as being tyrannical or ignorant of the art of school discipline.

7. Degradation of the Offender.—No pupil has ever been reformed by degrading him. One of the chief ends of punishment is reformation, but this end is directly defeated by attempting to visit on the pupil a punishment which will degrade him either in the eyes of his associates or in his own estimation. His self-respect must be cultivated, not destroyed. Teachers who subject pupils to degrading

punishments are inhuman in their nature, and they should not be employed in any school.

8. Worrying a Pupil.—The teacher has no right to worry his pupil by irritating or vexatious talk. The kind of grumbling in which some teachers indulge hardly rises to the dignity of scolding. It is rather of the nature of fault-finding. If the child makes a mistake, the teacher is sure to complain. If he is guilty of some trivial offence, the teacher has an unkind remark to thrust at him. His conduct toward the pupil has a constant tendency to vex the child, and make him feel that the teacher glories in his mistakes and shortcomings.

9. Vindictive Punishment.—Here, again, the teacher forgets the object of punishment. The aim of punishment is not to gratify one's ill-temper or revenge, and the teacher must not punish in a spirit of this kind. It is safe, therefore, to say that he should never punish when angry, because all angry punishment is more or less vindictive.

10. Cruel Punishments.—All punishments that exceed the limits of moderation must be avoided. The statutes of most States make cruelty of punishments a penal offence for which the teacher may be indicted. But cruel punishments do harm also by lessening the respect of both pupils and patrons for the teacher and his methods of government.

CAUTIONS.

Do not make threats of punishment in advance.

Adapt the punishment to the offence.

Do not try to make pupils learn by whipping for unlearned lessons.

Never inflict a punishment which is likely to make a pupil feel he ought to resent it.

Seek to use the minimum of punishment.

Be patient with the shortcomings of your pupils.

Do your utmost to prevent faults, so as to avoid the necessity of punishment.

Punish only for wilful misconduct.

Do not reprove those who try but fail.

Do not expect perfect order in the school-room; children are children.

HINTS ON SCHOOL DISCIPLINE.—The routine work of the school-room should be so arranged as to present friction

and disorder, thus avoiding the necessity of reproof or punishment, and leaving the time free for study, instruction and recitation. Lessons should be given in the first days of the term to teach the pupils how to move together, to come and go to and from the recitation, to stand and to work at the board, to go out and in at recess. The pre-arranged order of movement will prevent collision and disturbance. In the first exercises, when the pupils are practising the movements, the directions should be definitely and quietly given. After the children have become accustomed to the order of movement, a signal may be substituted for the complete direction. This should be slight and quiet. Noise does not command attention. Let the voice be low, clear and decisive, impelling quiet, thoughtful attention to the exercise. All directions, whether by word or signal, should be exactly followed by every pupil. The school should move as a unit. Reiteration of commands makes them meaningless. Many occasions of disorder in the school-room would be prevented by a right apportionment of lessons, adapted to the capacity of the children, and varied from day to day so as to secure interest. The mischief found "for idle hands to do" can be banished by work alone. Careful preparation of the day's lessons beforehand makes the teacher ready with task, material and directions. Each pupil knows just what to do, when to do it, and how. The need of questions and comment is obviated by the concise directions. Pupils can be trained to distribute pens, pencils, paper, etc., quietly and expeditiously in some definite order, thus relieving the teacher for more important work, and creating in them the spirit of helpfulness. The teacher's preparation for the teaching exercise or recitation enables her to present her subject in a manner interesting to the pupils, to illustrate vividly, and to be free from all need of reference to the book. Thus she can hold the attention of the pupils. Beyond the careful preparation for her lessons and the details of the school-room work, the teacher needs sympathy with child life, and power to put herself into the child's place. Many an offence against the rules of school is committed thoughtlessly, yet is treated by the teacher as if it were an act deliberately intended. Such an assumption on the part of the teacher leads to wilful disobedience later, for it stirs a sense of injustice, which rankles in the child's

heart long after the teacher has forgotten the offence. She should learn to judge from the child's standpoint, in order to see both sides, and to deal justly. The wise teacher often shuts her eyes to misdemeanors which would be emphasized by open reproof. The attention of the school is attracted by the reprimand to faults which otherwise would never be seen. A quiet word to the offender, a look or sign, a conversation after school, when nobody else knows, are better than the open correction. The teacher's manner, in necessary direction, should assume the intention to obey, not antagonism. Her attitude towards the child does much to determine his. Rules of action should be decreed only when occasion demands them. The reason for them will then be apparent, and they will not seem to the pupils arbitrary exercise of authority. Once made, they should be carefully followed. Penalties should be in line with the offence when possible. The child who cannot play with his mates without quarelling must take his recess alone. The abuse of a privilege should be followed by its withdrawal. Punishments may and should be slight but certain. The teacher's even and steady persistence in the course she considers right counts for more than undue severity.—*Way-marks for Teachers*, by Silver Burdett & Co., Boston.

PICTURES.—An exchange says there are two main uses for pictures in schools; one to exercise and develop the æsthetic sentiment, or the feeling for beauty—with which object the walls of the class-rooms, halls, and corridors should be hung with pictures; the other to convey information to the mind, to fix it there, and to exercise the faculty of constructive imagination. With regard to the latter use it may be pointed out that it has long been accepted as an axiom that the best explanation of a thing is the sight and study of the thing itself; and the next best is a photograph or exact unembellished picture of the thing. This mode of explaining and conveying information has been largely used from quite early times, but is still capable of considerably greater development—especially in the departments of geography and history. But besides conveying information, pictures may be used, and indeed are almost indispensable, for the cultivation of one of the most valuable of the intellectual faculties—the constructive imagination; both when the mental images constructed

are exact or nearly exact copies of some original which exists or has existed (as in geography and history), and when the constructions are new combinations of material already acquired (as in science and in art, both literary and pictorial); in which latter case—when the combinations are new—pictures serve the purpose of suggestive models. The use of pictures as aids to the memory is too widely recognized to need more than mention. There is one *misuse* of them, however, which cannot be too often protested against; and that is in lessons of *observation*. In such cases pictures can never be properly used except when pictures themselves are the things to be observed. To study a picture instead of the thing itself differs hardly at all from studying a written account of the thing.

BREATHING EXERCISE.—The following breathing exercise, from the *Teachers' Institute*, will, if properly and persistently used, do much towards strengthening the pupils' chests, and will prevent to a large extent the so common and yet so dangerous contraction of the lungs, which one sees on all sides:—

1. Place hands on hips; draw long breath; expel air suddenly. Repeat twice.
2. Draw long breath; raise hands to shoulders; expel suddenly. Repeat twice.
3. D. B. (deep breath). Stretch out arms horizontally; bring hands back to shoulders: expel. Repeat twice.
4. D. B. Send hands straight up in the air; bring back to shoulders; expel. Repeat twice.
5. D. B. Drop hands suddenly, letting arms be straight down at sides; expel at the same time. Repeat twice.
6. D. B. Drawing hands up to shoulders; expel. Repeat twice.
7. D. B. Place hands on hips; bend body forward from the waist; come back to erect position and expel the breath. Repeat twice.
8. D. B. Bend body backward from the waist; come back to erect position and expel. Repeat twice.
9. D. B. Bend body to right with hands still at waist; back to position; expel. Repeat twice.
10. D. B. Bend body to left in similar manner; position; expel. Repeat twice.
11. D. B. With hands hanging easily at sides, bend forward from waist, then back; expel. Repeat twice.

12. D. B. Bend back from waist, then back; expel. Repeat twice.
13. D. B. Bend body to right and expel. Repeat twice.
14. D. B. Bend body to left and expel. Repeat twice.

EXAMINATION PAPERS FOR THE SUPERIOR SCHOOLS.

ENGLISH GRAMMAR (GRADE III. MODEL SCHOOL OR I. ACADEMY).

SECTION I.

1. Write out one after the other, each separate from the other by a line, the clauses of the following passage from "The Deserted Village":—

Thus to relieve the wretched *was* his pride,
 And *e'en* his failings leaned to virtue's side;
 But *in* his duty, prompt at every call,
 He watched and *wept*, he prayed and felt for all;
 And, as a *bird* each fond *endearment* tries
 To tempt its new-fledged offspring to the skies,
 He tried *each* art, *reproved* each dull delay,
 Allured to brighter worlds and *led* the way.

2. Give the particular analysis of all the clauses that are not in the last sentence. Underline the predicates of these clauses.
3. Parse the words printed in italics.

SECTION II.

4. "Birds fly." Parse both words in full and explain every grammatical term you have to use in doing so.

5. Write all you know of the Indefinite Pronouns, as they are treated in Meiklejohn's Grammar.

6. What is an auxiliary? Name five auxiliaries and write a note on each of them.

SECTION III.

7. Give the first person plural of the verb "to strike" in all the tenses of the indicative mood passive.

8. Enumerate the various forms of the relative pronoun and write a note in connection with each.

9. What parts of speech are not to be found in the last sentence of the above extract (Question 1)? Write a sentence of your own containing all the parts of speech.

ALGEBRA (GRADE III. MODEL SCHOOL OR I. ACADEMY).

SECTION I.

1. Find the value of $\sqrt{a^2 b^3} + \sqrt[3]{a^3 b^3}$ when $a=5$ and $b=25$.
2. Find the H. C. Factor of $x^4 + 7x^3 + 6x^2 - 32x$ and $x^2 + 9x + 20$.
3. Divide $a^4 + a^2 b^2$ by $a^2 + ab + b^2$.

SECTION II.

4. Resolve into factors :—

$$3x^2 - 2x - 5 \text{ and } 4x^2 - 14xy + 10y^2.$$

5. Find the value of :—

$$\frac{x-3}{2x+2} + \frac{x-2}{3x+9} + \frac{x+3}{x^2-1} \text{ when } x=5.$$

6. Simplify the fraction :—

$$\frac{x^3 - 2x^2 + x - 12}{x^2 + 2x - 15}$$

SECTION III.

7. Solve the equation :—

$$\frac{x-1}{2} + \frac{x+3}{4} = \frac{2x-7}{6} + \frac{8x-1}{12}$$

8. If I add 25 to 3 times a certain number, I obtain the same result as if I subtract 25 from 8 times the number. Find the number.

9. Divide \$720 among A, B, and C, so that B may have twice as much as C, and A as much as B and C together.

FRENCH (GRADE III. MODEL SCHOOL OR I. ACADEMY).

SECTION I.

1. Translate into English:—Peu d'instants après, les voleurs firent leur apparition, mais ne trouvant presque rien dans les bourses, ils déclarèrent aux voyageurs d'un ton menaçant que si on ne leur donnait sur le champ la somme de cent livres, ils les fouilleraient tous.....Les voleurs suivent ce conseil, prennent l'argent et partent.....Quand la diligence arrive le soir dans la ville, le vieillard disparaît sans se faire remarquer. La jeune femme passa une nuit affreuse.

2. Translate into French :—But, as his adversary was stronger than he, he waited for a favourable occasion to avenge himself. At first the big elephant was frightened, but the fear soon passed away, and he found the water so fresh that he thought the little one had rendered him a great service. The temptation was too strong for the elephant and he decided to leave the place which he had found so agreeable.

SECTION II.

9. Ask in French five questions and give answers to them. Each question and answer must contain at least eight words.

4. Give in all their forms the possessive adjectives in French. What is the difference between the possessive adjective and the possessive pronoun in French?

5. Give with examples the general rules for the formation of the plural of nouns and the feminine of adjectives. Give two exceptions to each rule.

SECTION III.

3. Write out in full, with English, the past (preterite) definite of *punir*, the present subjunctive of *rendre* and of *recevoir*; and the present conditional of *aimer*.

7. Give with English the first person singular of all the simple tenses active of a representative verb in each of the four conjugations. Name these tenses.

8. (Must be taken by all pupils.) Write from dictation the passage read to you.

ARITHMETIC (GRADE III. MODEL OR GRADE I. ACADEMY).

SECTION I.

1. An imperial gallon contains 277.274 cubic inches. How many gallons would a vessel contain whose capacity is $98\frac{1}{4}$ cubic feet?

2. Simplify :— $\frac{4\frac{11}{13} \text{ of } \frac{8}{95} \text{ of } 7\frac{3}{7}}{12\frac{1}{5} - 2\frac{3}{7}}$

3. In buying calico a man gives $\$3\frac{3}{16}$ for 20 yds., and in selling it gives 25 yds. for $\$4\frac{41}{96}$; what does he gain on every yard?

SECTION II.

4. A man's annual income is \$2,400; find how much he may spend per day so that after paying a tax of two cents on every dollar of income, he may save \$582 a year (365 days).

5. What is the interest of \$6,509 for 19 years 6 mos. at $9\frac{3}{4}$ per cent. ?
6. At what rate per cent. will \$1,520 amount to \$1,733.75 in $2\frac{1}{4}$ years ?

SECTION III.

7. How many yards of carpet 2 ft. 1 in. wide will it take to cover a floor that is 19 ft. 7 in. long by 18 ft. 9 in. wide? Give answer in yds., feet, &c.

8. Divide the square root of 86007076 by 89. And multiply the square root of $\frac{49}{121}$ by 36485.

9. What is the area of a circle whose diameter is 18 rods? Of another whose radius is 25 yds.? Of a third whose circumference is 20 ft. ?

MENTAL ARITHMETIC (GRADE III. MODEL SCHOOL OR GRADE I. ACADEMY.)

- | | |
|--|----------|
| 1. What is 25 per cent. of \$26,000 ? | Ans..... |
| 2. What is the cost of 648 yds. at 25 cents a yd. ? | Ans..... |
| 3. Reduce 12 pounds to ounces. | Ans..... |
| 4. Multiply the square of 25 by 25. | Ans..... |
| 5. Subtract one guinea from £19. | Ans..... |
| 6. How many feet are in 25 miles ? | Ans..... |
| 7. Add $6\frac{3}{4} + 8\frac{5}{8} + 9\frac{1}{2}$. | Ans..... |
| 8. Deduct 5 per cent. from \$3,500. | Ans..... |
| 9. Multiply 123,456,789 by 51. | Ans..... |
| 10. Simplify $\frac{3}{4} \times \frac{1}{8} \times \frac{6}{7} \times \frac{12}{13} \times \frac{7}{12} \times \frac{13}{14}$. | Ans..... |

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

Signature of pupil,.....

Grade,.....

ENGLISH (GRADE III. MODEL SCHOOL OR I ACADEMY).

SECTION I.

1. Quote the passage beginning :

“ Where then, ah! where shall poverty reside,” and give the derivations of the words: *poverty, reside, escape, pressure, contiguous, fenceless, limits, divide, common.*

2. Write nine sentences of twenty words in length, each containing one of the above words respectively, and each showing that you know the meaning or full force of the word.

3. To each of the following lines give five additional lines of the context :

(a) Now lost to all : her friends, her virtue fled.....

(b) Farewell ; and oh ! wherein thy voice be tried.....

(c) And thou sweet Poetry, thou loveliest maid.....

SECTION II.

4. Write notes on the words, *Auburn*, *swain*, *bower*, *hawthorn-bush*, *titled* ?

5. Enumerate in as many sentences five of the principal events in the life of Oliver Goldsmith. (Each sentence must contain twenty words, and the kind of sentence it is must be stated.)

6. Write out a short composition on the character of the village clergyman as he is described by Goldsmith.

SECTION III.

7. Give an account of any battle the events of which you have read about. (Your composition should indicate (1) where it was fought, when and by whom, (2) why it was fought, (3) how it was won, and (4) what results followed from it.)

8. Give an account of any country you have read about. (Your composition should indicate (1) its geographical position with respect to other countries, (2) its general physical aspect as seen from a height, (3) its mountain ranges, (4) its valleys and plains, (5) the rivers that drain these plains respectively, and (6) the towns on or near these rivers and the coast waters.)

9. Reproduce in you own words the paragraph read to you twice by the examiner. (The same paragraph as in Grade II, Model School.)

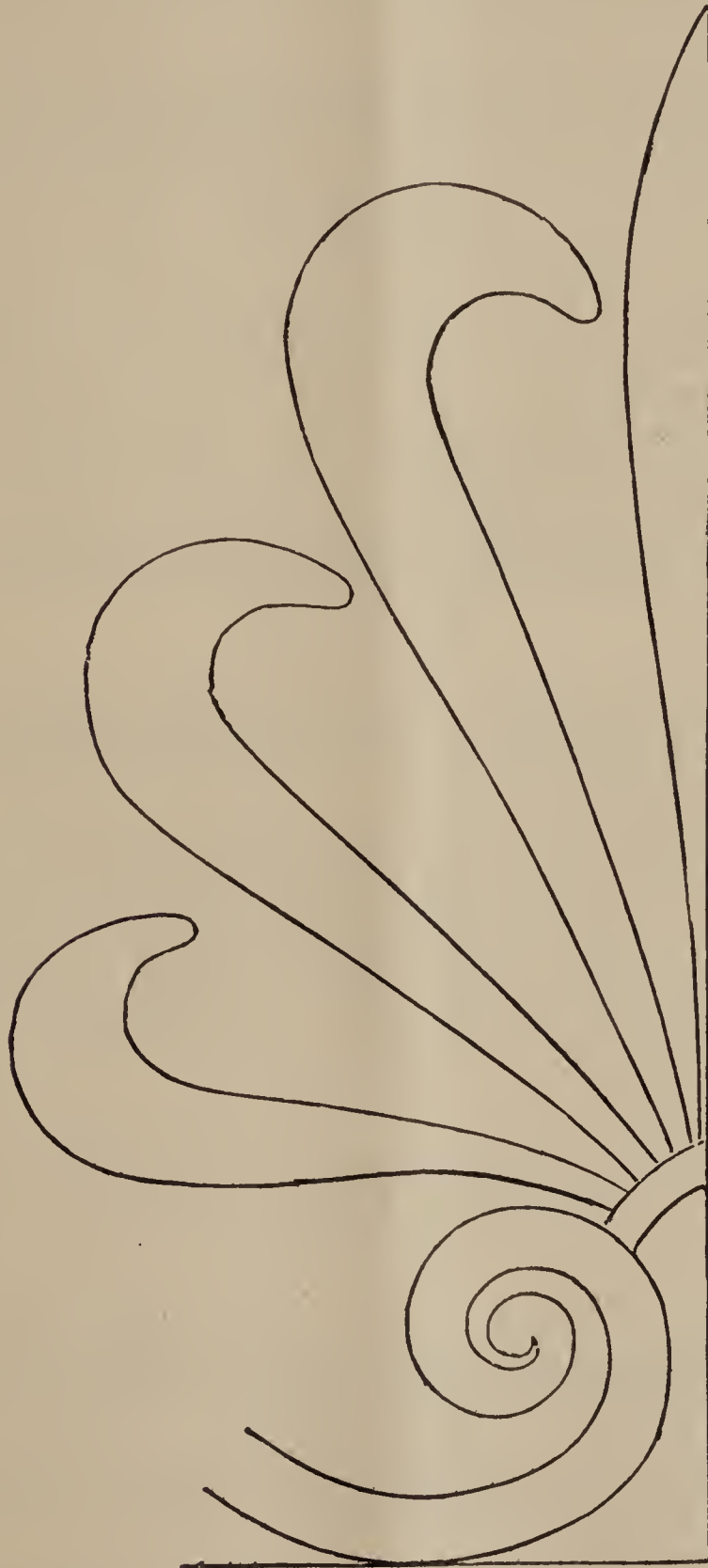
DRAWING (GRADES I. AND II. ACADEMY).

1. Draw a regular hexagon within a circle five inches in diameter, and on each side of the hexagon describe an equilateral triangle.

2. Draw a square prism in perspective whose length is three times the side of its base.

3. Represent on paper a plough or head of any animal. (Do not attempt this by way of caricature.)

4. Enlarge this figure a third, and complete both sides of it in balance with the usual finishing line. (The paper used must be drawing paper.)



GEOMETRY (GRADE III. MODEL SCHOOL OR
I. ACADEMY).

SECTION I.

1. Give the meanings and derivations of the following technical terms used in geometry: *Enunciation, isosceles, parallelogram, postulate, demonstration.*

2. Write out the enunciations general and particular of the seventh proposition, drawing the figure of course for the latter.

3. Draw the figure of the twenty-fourth proposition.

SECTION II.

4. Prove that the line which bisects any of the angles of an equilateral triangle also bisects when it is produced, the side opposite that angle.

5. What is an axiom? Quote the axioms that are made use of in the first five propositions.

6. What are the four distinct parts of a problem. Write out the third proposition, preserving these four divisions.

SECTION III.

7. Construct a triangle which shall have its three sides equal to three given straight lines. Under what circumstances would it be impossible to do this?

7. Draw a triangle equal to a given triangle with compasses and ruler and describe the various steps you take.

9. If two triangles which have two sides of the one equal to two sides of the other, each to each. have the base of the one greater than the base of the other, the included angle of the one which has the greater base is greater than the included angle of the other.

LATIN (GRADE III. MODEL SCHOOL OR I. ACADEMY).

SECTION I.

1. Translate:—*Multos et altos muros ædificabant oppidani. Liber vini erat deus et in Italia templa multa habebat. Mores mali ab hominibus bonis contemnuntur. Omnes terras fortibus viris aperuit natura. Tandem Proserpinæ permissum est, ut per partem anni dimidium apud matrem, per partem alterum apud inferos esset. or*

Translate:—*Quum rex urbem intravit, omnium civium domus floribus ornatae erant. Monemini ut diligentiores sitis. Phæthon vehementer optavit ut patris curru vehatur. Corpora*

eorum qui in pugna ceciderunt sepeliuntur. Omnis hic mundus a Deo regitur.

2. Translate into Latin:—In summer the trees are clothed with leaves. The maidens were weeping because they had lost their flowers. The fathers of the young men are soldiers. The names of all his soldiers were remembered by the king. Do you remember the names of the Roman poets and their names?
or

Translate into Latin:—I took care that my son should be trained by a diligent master. It is easy to make verses; it is not easy to make good ones. In that great battle, the town was thrown down. The bodies were buried with the highest honour. The cities were fortified with stone.

SECTION II.

3. Parse the nouns in the first three sentences and the verbs in all of them, in either of the above Latin extracts.

4. Decline *multi muri*, and *bonus rex*.

5. Give in full the imperfect indicative, active and passive of the representative verbs of the four conjugations.

SECTION III.

6. Select a neuter noun of the third declension and decline it; select a feminine noun of the second declension and decline it; select a masculine noun of the first declension and decline it.

7. Decline *deus*, and *respublica*.

8. Write out the numerals up to thirty-two.

SACRED HISTORY (GRADE I. ACADEMY).

SECTION I.

1. "There was a certain man in Cæsarea, called Cornelius, a centurion." Tell what you know about him.

2. "Then entered Satan into Judas." Give an account of this Judas.

3. "Behold, I bring you good tidings." In connection with what incident are these words given? Narrate the incident.

SECTION II.

4. Write out ten of the commandments from the Sermon of the Mount.

5. Give a description of the Resurrection of Our Saviour.

6. Enumerate ten of the miracles performed by Christ, and describe any one of them,

SECTION III.

7. Write what you know of the lives of the four evangelists.

8. Who were the following:—The Pharisees, the Sadducees; Simeon, the Baptist, Nicodemus?

9. Where were the following places:—Joppa, Cæsarea, Jericho, Bethlehem, Nazareth? Narrate one event connected with each place.

ALGEBRA (GRADE II. ACADEMY).

SECTION I.

1. Simplify:—

$$\frac{x^2 - 5x + 4}{x^2 + 2x - 24} \text{ and } \frac{1}{a+b} + \frac{1}{a-b}.$$

2. Find the L. C. M. of:— $a^3 - ab^2$, $b^3 - a^2b$, $ab^2 - b^3$, $a^2b - a^3$.

3. Reduce to its lowest terms:—

$$\frac{x^3 - 2x^2 + x - 12}{x^2 + 2x - 15}$$

SECTION II.

4. Solve the equation:—

$$\frac{1}{21}(5x - 13) - \frac{5}{14}(x + 3) + 4 + \frac{1}{6}(5 - x) = 0.$$

5. Find the H. C. F. of $x^3 - 3x^2 - 13x + 15$ and $x^3 + 9x^2 + 11x - 21$.

6. Solve the equation:—

$$\frac{x}{a} + \frac{a}{b} = \frac{x}{b} + \frac{b}{a}$$

SECTION III.

7. What number is that to which if 36 be added the sum shall be equal to three times the number?

8. Find the price of an article, when as many can be bought for 16 cents as can be bought for 24 cents after the price has been raised 2 cents.

9. A company of men, arranged in a hollow square 4 deep, numbered 144. What was the number in a side of the square?

FRENCH (GRADE II. ACADEMY).

SECTION I.

1. Translate into English:—On faisait à Londres une quête pour la construction d'un hôpital. Ceux qui étaient chargés de la faire arrivent à une petite maison dont le vestibule était ouvert, et de ce vestibule ils entendent un vieux garçon, le maître de la maison, gronder sa servante parce qu'elle avait jeté une allumette. Après s'être amusés du sujet de la querelle et de

la véhémence des reproches, les commissaires se présentent à la porte du vieux célibataire, qui, instruit de l'objet de leur mission, leur remet cent guinées, en disant, " Vous vous étonnez de bien peu de chose. J'ai ma manière de ménager et de dépenser. L'une fournit à l'autre, et toutes deux font mon bonheur."

2. Translate into French:—In order to make the elephant come out, his master threw him a large quantity of faggots and pointed out to him that he must slip them one after another under his feet. The elephant soon found himself on a level with the ground, nevertheless he did not hasten to come out. Then his master held out to him things good to eat. The temptation was too strong and he at length decided to leave the place which he had found so agreeable.

SECTION II.

3. Give in full the past (preterite) definite of *aller*, and *venir*, the imperfect subjunctive of *voir*, and the imperfect indicative of *vouloir*.

4. Name the simple tenses active and give the second person plural of all these tenses of *pouvoir* and *dire*.

5. Ask five questions (of at least ten words each) in French and give in full suitable replies to these questions.

SECTION III.

6. Write in the plural *canal*, *cheval*, *œil*, *clou* and *chou*; and in the feminine, *muet*, *blanc*, *long*, *frais*, *faux*. How are the degrees of comparison expressed in French?

7. Explain, with examples, the use of the expressions, *on*, *en*, *y*, and *ne.....que*.

8. (Must be taken by all the pupils). Write from dictation the passage read to you.

MENTAL ARITHMETIC (GRADE II. ACADEMY).

- | | |
|---|-----------|
| 1. What is 25 per cent. of \$3,600 ? | Ans..... |
| 2. What is the cost of 640 yds. at \$6.25 cents a yd. ? | Ans..... |
| 3. Reduce £22 to pence. | Ans |
| 4. Multiply the square of 25 by 25. | Ans..... |
| 5. Subtract 19 shillings from £20. | Ans..... |
| 6. How many inches are in 2 miles ? | Ans..... |
| 7. Add $6\frac{3}{4} + 8\frac{3}{8} + 9\frac{1}{2} + 3\frac{1}{4}$. | Ans..... |
| 8. Deduct 3 per cent. from \$35,000. | Ans..... |
| 9. Multiply 123,456,789 by 91. | Ans..... |
| 10. Simplify $\frac{1\frac{3}{4}}{1\frac{1}{4}} \times \frac{1}{6} \times \frac{6}{7} \times \frac{1\frac{2}{3}}{1\frac{2}{3}} \times \frac{7}{1\frac{1}{4}}$. | Ans..... |

ENGLISH (GRADE II. ACADEMY).

SECTION I.

1. Quote the stanza in the "Lady of the Lake," beginning "Merry it is in the good greenwood," or "*Ave Maria!* maiden mild," and give the derivations of the words: *despair*, *suppliant*, *stature*, *crescent*, *prelude*, *solstice*, *privilege*, *oppressor*, *mortal*.

2. Write nine sentences of twenty-five words in length, each containing one of the above words in italics respectively, and each showing that you know the full force of the word.

3. To each of the following lines give five lines of the context:

(a) When here but three days since I came.....

(b) The heart-sick lay was hardly said.....

(c) Far up the lengthened lake were spied.....

SECTION II.

4. Write notes on the words: Beal 'an Duine, Lincoln green, bonnet-piece, Fleming, Achray.

5. Enumerate in as many sentences five of the principal events in the life of Sir Walter Scott. Each sentence must contain twenty-five words, while the kind of sentence it is must be stated.

6. Write out a short composition on the character of Dame Margaret as she is described by Sir Walter Scott.

SECTION III.

7. Give an account of any battle the events of which you have read about. (Your composition should indicate (1) where it was fought, when and by whom, (2) why it was fought, (3) how it was won, and (4) what results followed from it.)

8. Give an account of any country you have read about. (Your composition should indicate (1) its geographical position with respect to other countries, (2) its general physical aspect as seen from a height, (3) its mountain ranges, (4) its valleys and plains, (5) the rivers that drain these plains respectively, and (6) the towns on or near these rivers and the coast waters.)

9. Reproduce in your own words the paragraph read to you twice by the examiner. (The same paragraph as in Grade II. Model School.)

LATIN (GRADE II. ACADEMY).

SECTION I.

1. Translate into sound English sentences:—

Cæsar, primum suo, deinde omnium ex conspectu remotis equis, ut, æquato omnium periculo, spem fugæ tolleret, cohortatus suos, prælium commisit. Milites, e loco superiore pilis missis, facile hostium phalangem perfregerunt. Ea disjecta, gladiis destinctis in eos impetum fecerunt. Gallis magno ad pugnam erat impedimento, quod, pluribus eorum scutis uno ictu pilorum transfixis et colligatis, cum ferrum se inflexisset, neque evellere, neque, sinistra impedita, satis commode pugnare poterant; multi ut, diu jactato brachio, præoptarent scutum manu emittere, et nudo corpore pugnare. Tandem vulneribus defessi, et pedem referre, et, quod mons suberat circiter mille passuum, eo se recipere cœperunt.

2. Translate into Latin:—The hill was taken and our men enclosed the rear of the enemy. They attacked our men on the open flank. The Helvetii in the meantime had betaken themselves to the rising ground. There they began to renew the battle.

SECTION II.

3. Write in three columns all the nouns in the above extract, according as they are masculine, feminine or neuter.

4. Give the principal parts of all the verbs in the first half of the above extract.

5. Parse all the words in the last sentence.

SECTION III.

6. Where was Helvetia? Give a description of the country through which Cæsar passed.

7. Write out a list of English words that have their origin in *primum, omnis, conspectu, remotis, equis, æquato, cohortatus, commisit, milites, loco.*

8. Decline *multi muri, bonus dux, deus* and *respublica.*

Correspondence, &c.

To the Editor of the EDUCATIONAL RECORD.

DEAR SIR,—I have been requested to send to the RECORD a copy of the questions set by me at the close of the Normal Institute at Aylmer, in July last, together with answers to the same. I am pleased to comply with this reasonable re-

quest; and I take this opportunity to thank those who have attempted their solution. Some of the papers sent in show much labour and intelligent thought. The first prize goes to Miss Lucy M. Edey, and the second to Miss Ida G. Morrison, both of Billerica, Que.

I am, etc.,

A. W. KNEELAND.

Montreal, Sept. 5th, 1896.

QUESTIONS.

1. Is the division of the earth into zones natural or artificial?
2. What determines the width of the zones?
3. What would be the results if the earth ceased to revolve on its axis?
4. What, if its axis were not inclined to the plane of its orbit?
5. Under like physical circumstances, why should it be hotter in the southern hemisphere during summer than in the northern during summer there?
6. Seeing that the earth is 3,000,000 of miles nearer the sun during our winter than in summer, why is winter not warmer than summer?
7. How could tropical plants and animals have once lived in the frigid zones?
8. What makes it rain?
9. Why does snow fall in crystals?
10. Why are our springs drying up?
11. What are the effects of cutting down our forests?
12. Why are river floods more frequent as the country becomes more fully settled, seeing that the rainfall becomes less?
13. Why do earthquakes and volcanoes go together?
14. What causes a constant flow of polar waters towards the equator?
15. How can it be said that every variety of climate is found in Mexico?
16. Why is it hotter at the tropics than at the equator?
17. Why does the wind blow after very hot weather?
18. Why should there be islands along the east and west coasts of Canada?
19. Why should the climate of British Columbia be warmer than that of Newfoundland?

20. Why has southern France a semi-tropical climate, while southern Ontario, in the same latitudes, has a cool, temperate one?
21. Why is the bottom of the Po thirty feet above the level of the plain on either side?
22. Why does one of the rivers connected with Lake Athabasca flow uphill at a certain period?
23. Punctuate Matt. IX, 9-12 inclusive.

ANSWERS.

1. Natural.
2. The inclination of the earth's axis to the plane of its orbit.
3. Day and night would no longer be, and one side of the earth would cease to have life; possibly both sides would become lifeless.
4. There would be no changes of the seasons; and day and night would always be equal.
5. Because the earth is 3,000,000 miles nearer the sun during the southern summer than the northern.
6. Because of the angle at which the sun's rays strike the earth.
7. From internal heat and a lower elevation, what are now frigid zones, were once hot.
8. The condensation of invisible water-vapour by its meeting with colder strata of the air.
9. Because liquid bodies, which solidify under favourable circumstances, assume that crystalline form peculiar to their kind.
10. Because of the cutting down of our forests.
11. Our climate becomes more subject extremes, rainfall less and floods more frequent.
12. Because the water is not held back by the spongy, vegetable mould of the forests.
13. Because the same forces produce both.
14. The great amount of evaporation in the hot regions, reduces the level of the sea; and an inward flow is the result.
15. Because at the level of the sea there is a tropical climate, while one reaches eternal snows on going up the mountain sides.
16. Because the sun remains overhead a much longer time than at the equator.

17. Because the heated air expands, therefore becomes lighter, rises, and there is an inward rush to supply its place. (See No. 14.)
18. Because these regions are the terminations of mountain systems, between the peaks of which the sea has found a way.
19. Because of the absence of cold and the presence of warm currents in the one and the contrary in the other.
20. Because of the presence of warm winds off the Atlantic and from the African deserts in the one case and not in the other.
21. Because the bottom is constantly filling up with detritus from the mountains, compelling the raising of the dyke higher every year.
22. Because the lake has several inlets, one a branch of the Peace, which, during low water in the lake, flows into the lake, but before the floods from the Rockies begin to affect the Peace, the lake has become filled from other sources, and the water runs back up the branch of the Peace into the main channel of the river, and finds its way into Slave River, hence at one season it is an inlet, and at another it is an outlet.
23. And as Jesus passed forth from thence, he saw a man named Matthew, sitting at the receipt of custom; and he said unto him "Follow me;" and he arose and followed him.

And it came to pass, as Jesus sat at meat in the house, behold, many publicans and sinners came, and sat down with him and his disciples; and when the Pharisees saw it, they said unto his disciples "Why eateth your master with publicans and sinners?" But when Jesus heard that, he said unto them "They that be whole, need not a physician, but they that are sick."

Books Received and Reviewed.

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

The *Canadian Magazine* is coming to be regarded as our national magazine, and the September number goes far to establish its position in the van of Canadian current literature. Hon. J. W. Longley has a paper on "The Silver Question," and the editor discusses "Bi-Metallism." One

of the most interesting contributions is the first instalment of "Through the Sub-Arctics of Canada," by J. W. Tyrell, who, in 1893, travelled 3,200 miles, by canoe and snow shoe, from Edmonton to Winnipeg. Several good features are announced for the October number. Ian Maclaren's story, "Kate Carnegie," is still running, and will be concluded by January.

Massey's Magazine continues to improve with each new number. The September issue contains a quantity of most interesting matter, and the illustrations are very good. B. R. Atkins' article on "Placer Mining in British Columbia," and Frank L. Pollock's paper on "Cuba in War Time," are timely and readable. *Massey's* is published in Toronto by the Massey Press.

The *Kindergarten News* has been enlarged and improved, beginning with the September number, and the price has been advanced from fifty cents to one dollar. In its new form, the magazine is well worth the increased price to those interested in kindergarten work. The *News* is published by the Milton, Bradley Company, Springfield, Mass.

The *Atlantic Monthly* for September contains an interesting educational article on "Teaching the Spirit of Literature," by Professor W. P. Trent, in which the ground is taken that literature is valuable only as appealing to the imagination of children. Professor Trent also advocates the doing away with examinations in the subject entirely, and believes that the teacher's duty is to enable the pupil to appreciate literature first, and to criticise it afterwards. "The Problem of the West," by Professor Frederick J. Turner, and "The Election of the President," by the historian, John B. McMaster, have a timely hearing on the political situation. Kate Douglas Wiggin's new novel, "Marm Lisa," is to appear serially in the *Atlantic*, the first instalment being given in the September number. It promises to be a most interesting story.

Under the able editorship of Dr. A. S. Johnson, *Current History* sustains its enviable reputation in the number for the second quarter of 1896. An unusually clear statement of the positions taken by the various parties in the political war which is at the present time going on in the United States, is given. The remainder of this splendid number of

269 pages covers the usual world-wide range of topics—a complete cyclopedia for permanent reference on all subjects of interest to-day in every country. This publication should be within reach of every one, young and old. A sample will be sent by the publishers, Messrs. Garretson Cox & Co., Buffalo, for ten cents.

A novelette by Richard Wagner, the musical composer, entitled “A Pilgrimage to Beethoven,” is begun in No. 470 of the *Open Court*, Chicago. It takes the form principally of a discussion with Beethoven, and in it is drawn a powerful picture of the master. The novel has never appeared in English before, and was never published in cheap form even in Germany. The *Open Court* is edited by Dr. Paul Carus and is devoted to the “religion of science.”

The *Northwest Journal of Education*, published at Olympia, Washington, completes its seventh volume with a special illustrated number for July-August.

The directors of the Old South Work, Boston, are doing a good work by publishing what are known as the *Old South Leaflets*. These are valuable historical papers carefully edited, and furnished at five cents a copy, the mere cost of printing. Thus placing in the hands of the people papers of the highest value and importance, otherwise almost inaccessible to most, they are a boon to all students and to the public. Among the most recent issues of this series are: Cotton Mather’s “Bostonian Ebenezer” (No. 67); Governor Hutchinson’s account of the Boston Tea Party (No. 68); Columbus’ memorial to Ferdinand and Isabella (No. 71); and Captain John Knox’s account of the Battle of Quebec (No. 73). It is interesting to know that these leaflets are finding their way by thousands into the schools, and so stimulating the habit of studying history in its original sources.

ELEMENTARY AND CONSTRUCTIONAL GEOMETRY, by Edgar H. Nichols, A.B., and published by Messrs. Longmans, Green & Co., New York. This book, which is based on the author’s class-room experience during the last twelve years, is designed for pupils beginning the study of geometry at the age of twelve. The work embodies a good idea, that the first year’s study should be mainly to make the pupils perfectly familiar with the use of their tools, so that

in the study of theoretical geometry, the construction of the figures will present no difficulty. The plan of the book is good and, if well carried out by the thoughtful teacher, should be found most valuable in the class-room.

HIGH SCHOOL HISTORY OF GREECE AND ROME, by W. J. Robertson, LL.B., and John Henderson, M.A., and published by the Copp, Clark Company, Toronto. At first sight, the book seems rather voluminous for the purpose for which it is intended; but, on closer inspection, taking into account the ground that has to be covered, one is more apt to congratulate the authors on the success which has attended their efforts to give a concise and yet connected history of the two nations, a history suitable in every way for use in the school. The book is well arranged, with side and foot notes, and excellent maps engraved expressly for this work. The price of the book is only seventy-five cents, though it contains over five hundred pages.

Official Department.

McGILL NORMAL SCHOOL,

Montreal, August 27th, 1896.

On which day a special meeting of the Protestant Committee of the Council of Public Instruction was held.

Present:—R. W. Heneker, Esq., D.C.L., LL.D., in the chair; the Ven. Archdeacon Lindsay, M.A., D.C.L.; George L. Masten, Esq.; the Rev. Principal Shaw, LL.D., D.D.; A. Cameron, Esq., M.D.; Prof. A. W. Kneeland, M.A.; E. J. Hemming, Esq., D.C.L., Q.C.; the Very Rev. Dean Norman, D.D., D.C.L.; Peter McArthur, Esq.; the Rev. E. I. Rexford, B.A.; N. T. Truell, Esq.; Principal S. P. Robins, LL.D.

The secretary read the notice calling the special meeting for the consideration of the school law and of the proposed amendments thereto. It was then agreed to take up *seriatim* the sections of the confidential memorandum that had been prepared by the chairman. After discussion the memorandum was passed in the following form as resolutions of the committee :—

QUEBEC SCHOOL LAW.

AMENDMENTS PROPOSED BY THE PROTESTANT COMMITTEE.

ADMINISTRATIVE CLAUSES.

1. *That there should be a considerable increase in the grant for Elementary Education.*

The Committee, on the 28th December, 1895, declared that an increase in the grant for Elementary Education was both desirable and imperative.

It was deemed imperative on account of the pressing needs of the Elementary Schools. The statements in the public press and the reports of the School Inspectors point out that the standard of the Quebec Elementary Schools is behind that of the other Provinces of the Dominion. The population of the Province has increased since Confederation, but the grant for Elementary education has diminished. In 1868 the common school grant was \$174,000. In 1895 it was \$160,000. By the census of 1871 the population numbered 1,191,516. In 1891 it was 1,488,535. This is not progress but retrogression.

2. *That the method of distributing the grant should be changed.*

The Committee are convinced that the system under which the common school grant is now distributed, fails to meet the exigencies of the case. They urge, therefore, that it be replaced by a method similar to that adopted for the distribution of the grant and funds for superior education, which method has worked successfully, and has enabled the Committee greatly to increase the efficiency of the Academies and Model Schools. By the course adopted, the needs and the merits of each school are tested and made known through a proper system of inspection, and the grants made under this system tend to stimulate the governing body, whether commissioners or trustees. The teachers are also found to take much more interest in their work by the publication of the comparative standing of the schools.

3. *Prize-book money.*

The amount of the grant for prize books (so far as the Protestant schools are concerned) is so small that only the very cheapest books are available, with the natural conse-

quence that they are of no value whatever as rewards of merit. The Committee recommend that the amount be so distributed, according to regulations of the Protestant Committee, as to increase the equipment of deserving schools.

4. *Appointment of an experienced teacher on the staff of the Department of Public Instruction.*

The necessity of supervising the work of the Elementary Schools, by a competent person trained in the Quebec school system, was made apparent to the Committee at its session of the 28th November, 1895, after an examination of the bulletins of the inspectors. From enquiry made it was clear to the Committee that so far as the Protestant schools are concerned the English-speaking members on the staff of the Department are too few in number properly to undertake this duty, and the Committee feel it incumbent on them to suggest and strongly to recommend that an additional English-speaking officer be appointed, who shall undertake this special work, and report to the English-speaking Secretary the result of his examination. In fact, he should act as assistant to the English Secretary. It must be borne in mind that the Secretaries are *Deputy-heads*, with all the responsibilities attached to such an office. An experienced teacher only can accomplish this task.

The following resolution was passed at the meeting in relation to this subject:—

Moved by Rev. E. I. Rexford, seconded by the Venerable Archdeacon Lindsay, and resolved:—

“That after careful consideration of the best means of promoting the interests of our Elementary schools, this Committee recommends that an experienced teacher be appointed to the Department of Public Instruction to superintend wisely and intelligently the work of the Protestant elementary schools, through school bulletins and others (as is now done for the Roman Catholic schools), and to relieve the English Secretary of some of the routine work, in order that he may be able to devote more time to the work of elementary schools.”

5. *A Special grant for the payment of the expenses of holding the Institutes.*

The Committee have found it necessary (there being but one Protestant Normal School for the training of teachers,

and that very properly placed in the City of Montreal) to supplement the work of training by the holding of Institutes, for the instruction of teachers in the rural districts in the "science and art of education and school management." (Vide Art. 113 of the Regulations of the Protestant Committee.)

These institutes are held annually, during the long summer vacation, and have proved of the greatest service to teachers in the rural districts.

The work has been performed very ably by the Professors of the Normal School, the English Secretary of the Department and the Inspector of the Superior Schools, who have brought all the knowledge and experience incidental to their position to bear on those isolated teachers who carry on their work often in comparatively remote places. The benefits have proved to be great in many ways. Hitherto, the bare expenses of holding these Institutes have been defrayed in part by the already overburdened Normal School and in part from the contingent fund of the Protestant Committee, but the Committee consider that a special grant to defray these expenses should be voted by the Legislature so as to relieve the Normal School funds to the extent needed.

The amount required, about \$500, is not large, and the Committee feel that if the Government will lay the matter before the Legislature the necessary vote will be freely passed.

6. With regard to the numerous changes in the boundaries and limits of school municipalities.

The Committee deem it proper, and even necessary, to draw attention to the constant changes being made in the boundaries and limits of school municipalities. During the first five months of the present year there were twenty-three such changes (vide the *Quebec Official Gazette*), a considerable number of which were in the Eastern Townships. The demand for these changes has come almost entirely from the Roman Catholic population, and there is a growing feeling of discontent and dissatisfaction among Protestants as they see their municipal limits and boundaries disappearing. The law which declares that such changes may apply to the religious majority, or the religious minority only, provides no proper remedy. Apart from

confusion a conflict of sentiment is likely to arise on such important questions imperilling the harmony now so happily existing between the two main divisions of the people.

In order to obtain a proper understanding of the question, a brief reference to the School Code, together with a slight sketch of the law as it exists in relation to the *municipal system*, seems to be necessary.

Under Chapter IV, of the School Code, "Division of the Province into Municipalities and Districts for School purposes," Art. 122 provides for the *erection* of School Municipalities at the request of the "interested parties" by an order of the Lieutenant-Governor in Council, upon a report of the Superintendent of Public Instruction. Art. 123 provides for the *alteration* of the limits of such school municipalities in a manner similar to that specified for the erection of the same. The second part of this article makes it possible to have the erections or changes apply to the Roman Catholics alone, or to the Protestants alone.

Even here, it must be evident, that a possible confusion may arise, for the "interested" Roman Catholics may not desire the same limits as the "interested" Protestants. If, however, the assimilation of the school and the municipal system be, as recommended by the Government, adopted; and if at the same time the system of school administration which is now in force in the cities and towns of the Province be extended to the rural districts, all trouble will be avoided. This last named system would do away with "Dissentient" schools, and would in lieu thereof provide for two Boards, the one Roman Catholic the other Protestant, each administering the affairs of its respective schools.

Under such a system, the elementary and model schools in the rural districts could be placed at the most convenient centres, and, if provision be made for the conveyance of the children to and from the schools—a system successfully carried on in portions of New England, and even (as the Committee are informed) in part of this Province—the school buildings would not only be better, but there would be a better class of teachers, and consequently more successful results, than can be expected from the present system.

But even here a serious difficulty presents itself. Under the present *municipal law*, Article 32 of the Municipal Code provides that "The County Council may..... erect into a *parish municipality*..... any territory included in one

or more townships or parts of townships, whether or not erected into municipalities, and which has been constituted into a *civil parish*, provided that such parish contains a population of three hundred souls, and is wholly situated in the county."

The effect of this clause is to destroy the original divisions of the Eastern Townships. This is no vain fear, for it is actually now being done.

At the time of the cession of Canada to Great Britain the people were settled in the seigniories under the feudal tenure, and the country, for ecclesiastical purposes, was divided into dioceses and sub-divided into parishes, canonical or civil, for religious oversight and administration. The unconceded territory was surveyed into *Townships*, and the lands conveyed according to the English tenure of free and common soccage. The first settlers in these townships came from the United States and from the British Isles, and were in great part, if not entirely, Protestant in religious belief. Lands were set apart for Protestant religious maintenance, called "clergy reserves," and the Church of England had its dioceses and some "patented" parishes. Since then, under its "Temporalities Act" and its Synods, the Church of England has established rural deaneries and parishes. But such divisions were intended for religious oversight and administration only, and the Church of England authorities have never sought to have such parishes converted into municipal parishes. Again, other Protestant religious bodies in the Eastern Townships have also divided the country into districts for their religious ministrations and oversight, but without any intention or desire to have these converted into municipalities for the making and maintenance of roads, etc., etc.

So long as the "municipal *parish*" was confined to the seigniories no trouble ensued, but as time wore on the French Canadians migrated into the Townships, Roman Catholic Dioceses were established, and these again were divided into parishes for religious oversight and administration. So long as the parish system of the Roman Catholic Church was confined to religious oversight and administration, all was satisfactory, but the power given under the Municipal Code to convert a "*civil*" parish into a municipal parish by a mere resolution of the County

Council must necessarily introduce confusion, threatening educational interests.

Again if the Roman Catholic Church has power under the Municipal law to seek for such conversion of their parishes, why should not other religious bodies have the like power? The privileges granted to the French Canadian people at the cession were, as a matter of course, not intended to prejudice other British subjects, and the very fact that what is called Protestant faith is guarded by law equally with Roman Catholic faith, is a clear proof that the law was not intended to work exclusively for the interests or at the demand of any one class, to the disadvantage of others.

The Protestant Committee are of opinion that the only remedy is to revoke Article 32 of the Municipal Code, and to allow perfect freedom of action both to Roman Catholics and Protestants for the purpose of religious oversight and administration.

7. The question of audit of the accounts of Secretary-Treasurer was omitted, it having already been approved by the Committee.

CONSCIENCE CLAUSES,

CONSIDERED TO BE MOST IMPORTANT BY THE PROTESTANT COMMITTEE.

1. *That the right be given to every man to support such schools, Roman Catholic or Protestant, as he can conscientiously approve.*

The motion of Dr. Hemming was passed in the following form:—"That a clause enacting that all the rate-payers of a school municipality shall pay their respective assessments to the schools of the municipality in which they reside, according to their respective beliefs, Protestant or Roman Catholic, as the case may be; and in no case shall a Protestant rate-payer be obliged to pay for a Roman Catholic school or a Roman Catholic rate-payer for a Protestant school; and that the same be inserted in the proposed revision of our school law, so as to afford full liberty of conscience to all parties concerned.

That in order to carry out said principle it will be necessary to modify or amend all clauses in our present school law in conflict with the same; and to that end the

two Secretaries of the Department are hereby instructed to prepare a draft of such amendments to our present school law as may be necessitated by the adoption of such principle, so as to submit the same to the joint sub-committee at its next session, in order that such action may be taken thereon as may be deemed advisable."

Further, it was resolved that it be a recommendation to alter the present school law so that

(1) The Lieutenant-Governor in Council shall establish the "Panel System," as in use in several cities and towns of the Province, in any school municipality having two school corporations, upon the demand by resolution of either of said corporations.

(2) That in a school municipality having only one school corporation, it shall be competent for any rate-payer belonging to the religious minority of said municipality to designate the school corporation of his own faith to which his school taxes shall be paid. Upon the receipt of such notice it shall be the duty of the secretary-treasurer of the municipality, after deducting his percentage for collection, to pay over the amount of such taxes to the secretary-treasurer of the school corporation thus designated.

(3) That in the case of school assessments levied upon joint stock companies, the taxes paid by such companies shall be divided between Roman Catholic and Protestant schools in the municipality in the proportion determined by the said companies at their annual meetings. In case no such division of taxes be then made by the said companies, the taxes shall be divided according to the school population of the municipality.

The report of the joint sub-committee on legislation was then submitted.

Dr. Cameron asked that it be of record that he wished the report of the joint sub-committee on legislation to be translated into English before consideration.

Attention was also drawn to two omissions in the report, viz. :—1. A reference to Dr. Hemming's motion in regard to a conscience clause, which motion had been discussed and referred to the two committees for separate consideration, and (2) the latter part of a resolution concerning the division of the common school fund between the two committees. The second part provides that each committee shall distribute its share amongst the schools of its own

faith according to regulations that may be approved by the Lieutenant-Governor in Council.

The meeting then adjourned till the 28th, on which day it met at ten o'clock, A.M.

Present:—Dr. Heneker, in the chair; Mr. Masten, Dean Norman, Dr. Robins and Dr. Hemming.

The report of the sub-committees on legislation was again taken up. It was recommended that the article, page 5, concerning pensions, be amended so as to exclude all but certified teachers.

It was also recommended that in the interpretative clauses it should be stated that the word Protestant is used in this law in a special sense to indicate all persons not professing the Roman Catholic faith.

It was agreed that article 1981 R. S. Q. should be amended by adding "except in cases where provision is made for conveying pupils."

R. W. H.

The meeting then adjourned till the 25th of September.

It was resolved that next meeting be held on the 25th of September.

GEO. W. PARMELEE,
Secretary.

The Central Board of Examiners will issue diplomas in July, 1897, as usual.

The proposal to make normal school training compulsory has caused many to enquire whether such proposal can come into effect next year. The first sentence answers those who wish to know.

In August, 1895, a list of authorized text-books was sent to each Protestant School Board in the province, and in the September number of the RECORD, same year, the list was printed. In each case the following regulation was added to the list :

✍ The attention of school boards and of teachers is specially directed to Reg. 161; viz. :

"Each school board shall, during the year following each quadrennial revision, select from the authorized books a list of text-books for use in the municipality, naming one book, or one graded set of books, in each subject of the

course of study, and shall insist upon their use in the schools of the municipality to the exclusion of all others. A copy of this list shall be placed in each school of the municipality, and a copy shall be sent to the English Secretary of the Department of Public Instruction. (An additional series of reading books may be selected for supplementary reading.)”

Many teachers imagine that they have the right to select any books they like from the authorized list for use in their schools. Even a hasty reading of the regulation should dispel that error. So far as the teacher is concerned there is but one authorized list, that prepared by the school board. Of course the school board should be guided largely by the advice of the teachers who know the relative value of the various books, and know also how a change will affect the pupils, but it is the school board that must make the list after due consideration.

DEPARTMENT OF PUBLIC INSTRUCTION,

QUEBEC, September 1st, 1896.

PENSION FUND STATEMENT, 1895-1896.

Receipts.

Stoppages of 2 per cent :—

On Public School Grant..	\$ 3,200 00
On Superior School Grant.....	1,000 00
On salaries of Normal School Professors	349 30
On Salaries of School Inspectors.	700 22
On Salaries of teachers in schools under control.....	15,388 36
On Pensions in 1895-96.....	725 75
Stoppages paid by teachers them- selves.	60 38
Interest to 30th June, 1895, on capital account.....	8,761 85
Government subsidy for the year 1895-96	1,000 00
Transferred from the surplus to cover deficit.....	6,623 46

—————\$ 37,809 32

Expenditure

For pensions.....	\$37,518	20	
For instalments remitted.....		18	62
Ordinary expenses.....		272	50
			<u>\$ 37,809 32</u>

1895, July 1.

Balance in hands of Provincial Treasurer, in trust.....	\$12,437	22	
Less deficit of year 1895-96.....		6,623	46

1896, July 1.

Balance in trust to credit of fund available for the payment of pensions.....			<u>\$ 5,813 76</u>
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Capitalized Revenue.

1895, July 1.

Accumulation of revenue since 1880 capitalized, the interest only available for the payment of pensions.....			\$180,589 89
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Revenue for 1895-96.

Stoppages on pensions belonging to capital.....	\$ 1,791	94	
Less amount remitted on capital.		29	45
			<u>1,762 49</u>

1896, July 1.

Revenue accumulated to date.....			<u>\$182,352 38</u>
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True extract.

GEO. W. PARMELEE,
Secretary.

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THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC.

No. 10.

OCTOBER, 1896.

VOL. XVI.

Articles : Original and Selected.

ADDRESS TO NORMAL STUDENTS.*

I am sure that you will pardon me if I address myself exclusively to the young friends whose interests have called us together on this happy occasion.

To you, therefore, class of '96, it is my pleasing duty and privilege to say a few parting words on behalf of the professors and instructors of this institution; and, lest I forget where I stand and the well-known law that brevity is an important characteristic of strong diction, and thus go on speaking to you for an hour as usual, I have taken the precaution of committing my words to writing.

I desire, first of all, to thank you for the kind words which your valedictorians have been pleased to utter in your behalf. That we appreciate the kindness of heart that prompt such expressions goes without saying; that they give us genuine pleasure, even though our professorial toes are gently but kindly trodden upon, could only be expected, seeing that we are but ordinary flesh and blood, and partake of the frailties of the same.

The joy, so plainly manifest in every face before me this afternoon, is but the reflection of that which your instructors feel when, looking down through the coming years,

*Given at the closing exercises of the McGill Normal School, by Professor A. W. Kneeland.

they realize that the influences which they have endeavoured to set in motion here, will be furthered and strengthened by you in upbuilding the mental and moral fabric of society in our land.

Student days, so full of labour and so full of happy memories, for many of you have passed away. To-day you receive that diploma for which you have so long and faithfully laboured, and which opens to you the doors of a profession second to none in the wide world. This is the crowning day for the student, the commencement day for the teacher. The student has been running in a race for the prize, the teacher enters upon his race with high hopes, lofty ambitions, and a determination to leave the world wiser and better than he found it.

While I would not cast even that shadow which deep thought might bring over such happy proceedings as have called us together, yet I should prove recreant to duty were I to indulge in meaningless platitudes or paint pen pictures in order to tickle the fancy or afford amusement for a passing hour.

The importance of the step you have taken is too great; the requirements of the times are too exacting; the conflicts of life too pressing; therefore, even at the risk of being thought over serious and possibly pessimistic, I shall endeavour to call your attention, for a few minutes, to some of the signs of the times, and answer, if possible, some of the questions that will naturally arise in your minds, bearing upon your relationship to the world around you.

At no time in the history of mankind has the spirit of inquiry been so active and so dangerously in earnest as it is in this latter quarter of the 19th century; not even in the golden age of Roman thinkers and writers, nor in the times of the subtle philosophers of polished Greece, nor in those of the Renaissance, when all western Europe seemed in a nascent state, full of restlessness and dissatisfaction, and ready to leap into anarchy and rebellion at the first flash of the firebrands furnished by poverty, jealousy and crime.

These are days when the base-born and vicious by inheritance are beginning to use the leverage which the almost universal spread of education places within their reach, in order to make their influence felt from the foot of the throne which sometimes itself trembles at their heavy

tread, to the humblest municipal body in the land, and men of corrupt morals and evil manners are placed in high positions where they greedily search their prey afar, as vultures from their native crags. Again there are days when tradesmen, enlightened by the same lamp of learning, are beginning to make their influence felt in the land for good or evil, and at the voice of one man whole railway systems are locked up, trade is suspended, buildings are burned, trains derailed, workmen stoned, until the shock goes through the land like some mighty earthquake, and all society is shaken to its centre ; then the troops are called out, and comes the sound of battle and carnage ; and might triumphs for a time, when the discomfited workmen gloomily return once more to their unending and often poorly paid tasks, to nurse their wrath and prepare for the battle anew, while capital, often abused and misrepresented, seeks to entrench herself by calling in the aid of legislatures to make laws to repress the irrepressible volcano on which she is standing. And thus the battle between capital and labour goes on, easily becoming hotter and more deadly as the mind of the workingman is opened by education to see the possibilities spread out before him.

Again these are days of discovery and invention. If the inventions of the past fifty years were wiped out of existence at one fell stroke, the whole world might well go a-mourning, for nearly everything that is the fruit of inventive skill, and now useful to man, would be destroyed ; but the inventions of the past fifty years are but the child of the giant that is to grow up during the next half-century, putting bit and bridle into the mouth of the tornado and hurricane, and making them do man's bidding ; setting air and water and electricity at work, cooking our food and warming our houses ; developing the powers of our soil so that two blades of grass will appear where one now grows ; signalling the inhabitants, perhaps, of some far off planet, and passing the time of day or interchanging ideas concerning politics and education, until that time spoken of in prophecy is ushered in, when the kingdom and the dominion, and the greatness of the kingdom in the whole earth, shall be under the control of the mighty mind of man.

These are days when science is making her almost omnipotent arm felt in every walk of life, and men begin to see the plague and the pestilence chained or stalking back to

their native place, the lame walking, the blind seeing, the deaf hearing.

Men are reaching down into the bowels of the earth, and are reading the history of creation and the almost countless years that have left their impress upon the traps and grits and granites and limestones that form the bony framework of the giant earth; and they are reaching up into the heavens above and are analyzing the matter of the sun and weighing the planets as with balances; but in all this they sometimes forget God, the maker of them all, and become proud and say: "See what our hands have done!" And thus with the advance of science, with its many blessings, comes the danger that men will forget to be humble and to recognize that the giver of every good and perfect gift is God. Again these are days when men under the influence of education are beginning to think and weigh for themselves the problems of life and eternity.

The dictum of the mere windbag ceases to be accepted as the unvarnished truth and the political demagogue is no longer able to deceive the people so readily as of yore, by his plausible sophistries; yet in all this there is a great danger lest men become sceptical and hardened, so that the influence of the gospel of our Lord shall no longer affect their minds, and the people become a nation of agnostics or atheists.

These are but some of the features of our times; the ceaseless activities of our day are constantly bringing to the front things that are new and strange, thoughts that are burning and vital to our welfare, and happy will be our nation, if she read the signs of the times aright, and act according to true wisdom. "But now," do I hear you ask, "What have we teachers to do with these things?" I answer, *Much, everything.*

To you, whether you are called to labour in the little red school-house under the hill, or the more pretentious schools of our towns and cities, is committed more than to any others, the working out of the destiny of the future.

Are the problems of labour and capital to be solved to the advantage of all concerned, or are they to cause this fair earth to be drenched with blood? The education and training of our children are to decide these things. Are they trained to be respectful and truthful, manly and honest, unselfish and mindful of the rights of others? Then

these questions will be equitably and lawfully settled; if not, then the greatest struggle the world has ever seen must settle them; and you are those whose high duty it is to give that training that will bring about the one and prevent the other.

Are the powers of air, earth, water and electricity to become altogether the servants of man; are the generations to come to be blessed with all that science and invention might do to alleviate pain and ameliorate the condition of mankind? Then our children must be taught to *think*, that these problems may be solved; and yours is the duty to teach them to think.

If you accomplish this, even though they may not have learned to construe a difficult sentence in Latin, or to analyze a troublesome grammatical puzzle, you have done for them that which is of much greater value; you have made them capable of reaching the highest rounds of usefulness and fame, because they have learned to think.

Are the higher powers of mind and the independence of thought of our times to lead men into the realms of doubt or the darkness of atheism? It depends largely upon the training which our children receive at your hands, and the example which you set them by word and deed.

Are our legislative chambers, our courts of justice, our municipal and other minor offices to be filled by men who honour the constitution, who hate injustice and oppression, who are proof against bribery and corruption on the one hand and the sinister influences of pride and ignorance on the other, who are wise to see the right and fearless to do it regardless of consequences, who love their country and its prosperity so much that they are ready to sacrifice their ease and leisure to advance its interests? Then must our children be taught to honour our laws, to love our native land, to respect those in authority, to love truth, to hate deception, to take an interest in the politics of the country, to have right views on such questions of political economy as every intelligent boy and girl can comprehend.

And who are to give them this training? Not the parents, who are sometimes barely able to furnish the daily bread that sustains them, and who, in thousands of instances, are ignorant of these very things themselves, and hence could not instruct them, if they would; not the clergy, who have the high offices of their sacred duties to perform; not the Sunday-school teachers, who have their own special work to do.

To the public school teacher then this duty too falls, and it is you who have to undertake the task of training up the rising generation to be patriotic, just and honourable citizens of this great country.

Are you prepared to undertake it ; or do you think that when the child has been taught to read and write, your duty to him is done ? Are you aware that more of their working hours are spent in your presence than in that of any other, even that of the parents themselves ? You are to them a pattern of all that is right and true and noble ; can you betray the trust reposed in you ? I cannot think this after the associations of the past year or years.

We look to you to be more than mere time-servers ; we look to you to carry with you into your work of building up the future of this our fair land, somewhat of the spirit which your principal and professors have tried to inculcate by precept and example during the months that are past.

Never stand still ; to do so is to die intellectually ; your work of learning is but begun ; but you possess the key of all knowledge, apply it faithfully, and truth will allow her locks to yield until in a better world all these mysteries of natural science, these certainties of mathematics, these abstractions of metaphysics, these beauties of language, these glories of art and song will unite to add to the enjoyment of those who climb up the steep ascent and hear the " Well done " of the master.

Dear young teachers, into this great work you are entering to-day. Is it to bless humanity, to banish distress, to alleviate the woes of mankind, to light up and lift up ; or is it to make the world darker, its burdens heavier, its woes more distressing ? It is for yourselves to answer.

Editorial Notes and Comments.

SPEAKING to a representative of the *Montreal Star*, Professor Carter, lately appointed to one of the chairs of Classics in McGill College, gave his views on the teaching of languages. As his remarks have reference to the work of the schools in this branch of learning, we take the liberty of reproducing, at some length, Professor Carter's ideas as expressed in the interview referred to. Among other things he said: " I fully sympathize with Dr. Peterson in the efforts he is making to place the Faculty of Arts on a level

with the other faculties at McGill. To me the Faculty of Arts is one of the most important branches of university work, and anything that detracts from its efficiency must necessarily have an ill-effect upon the other faculties. Principal Peterson has already taken steps to increase the efficiency of the faculty, and I have no doubt that at the end of the session he will be able to notice some tangible results of his labour in this connection. I have scarcely been a week in Canada, but even in this short space I have been able to observe a number of defects in your educational system which greatly handicap the professor of a university in his work. I have noticed that McGill University—and, I presume, McGill is not in many respects different from other Canadian universities—is practically forced to give her students in the Faculty of Arts an elementary classical education, in addition to teaching them in the more advanced branches. This is not as it should be. Students entering upon a university course should at least be able to read and translate with comparative ease. Then the professor would be able to advance them more rapidly in the higher branches. In my opinion more attention should be paid to the teaching of classics in those of our schools—church, public, private, or otherwise—which aim at preparing their pupils for a university course. The university should insist that more than the mere elementary principles of a classical education should be acquired by its students—that are to be—before they enter such an institution. Such a change would greatly facilitate the work of the professor. I am aware of the great attention paid in these days to the teaching of mathematics—many believing that such an education will be of greater value to the student in after life than a knowledge of Greek or Latin. However, I do not agree with those who hold this opinion. A thorough classical education will always stand the average university graduate in good stead. There is hardly a profession in these days which may be entered without the student first acquiring a knowledge of Greek, Hebrew or Latin. In medicine, law and pharmacy, Latin is essential, and in theology the student must be able to thoroughly understand Hebrew and Greek in addition. So that, in whatever sphere of professional life a man may enter, a classical education is a real necessity. I may say in most of the universities in England much greater attention is

being paid at present to classics than formerly. At St. Paul's School, London—an institution where boys are prepared for a university course—Latin and Greek are taught daily five days a week. This is as it should be in the schools of Canada. The result is that the pupils receive such a thorough grounding in these subjects that they enter the university much better informed in classical literature than the average freshman here." Though there is a good deal of truth in what Professor Carter says about matriculants entering college with too little knowledge of the classics, we think that the average teacher will wonder where, with an already congested time-table, the time is to be found for further preparation in this branch, important though it be, unless, indeed, the pupils remain a year or so longer at the school. Indeed, if the university insists on a fuller knowledge of Latin and Greek before granting admission to its classes, at least another year must be added to our academy course. However, the advisability of such a course, since it is perhaps not more knowledge that is required, but a more practical knowledge, may be open to question. We should like to have the opinions of our teachers on this matter.

—ONE of our exchanges remarks that "about the handsomest lawn in D——— is that of the High School." And why not? It is hoped that the competition which has recently been inaugurated in connection with our school-grounds will bring it to pass that it may truthfully be said of many of our school municipalities, "The most beautiful grounds in such and such a district are those of the district school."

—REFERRING to the promises of educational reform in this province, lately made in behalf of the government by the Premier, the *Quebec Chronicle* says: "He will more largely subsidize the common schools, where want of means has long been a great hindrance in the employment of proper teachers. It is well known that there are many school-mistresses in the country districts who are paid less than a hundred dollars a year, and the large majority of female teachers engaged outside the cities and towns earn below \$200. How is it possible that efficient teachers, even for district and elementary schools, can be obtained for prices such as are paid in our cities as wages to domestic servants? No doubt with the increased aid that is to be forthcoming,

means will also be found for keeping the rate-payers up to a due performance of their duty." Another paper, the *Richmond Guardian*, says, speaking of the same matter: "On the broad question of increased aid we are heartily with the government; but there is just the danger that an increased subscription from the Provincial Treasury may not augment the total fund applicable to school purposes. Our experience is that the more the government gives the less the tax-payers tax themselves, and unless more stringent conditions than now prevail be attached to the government grant, the schools will not be benefitted by the proposed increase. We don't know how far it would be practicable to compel school commissioners to raise the rate of assessment to any particular level that may be decreed by law,—there are a hundred ways in which such a provision might be evaded; but this we do know, that every school should be obliged to earn what it gets from the state, and therefore the amount given to them should be dependent more or less upon results." It is plain that any increase to the common school fund should be so distributed as to assist the poor schools and to encourage school boards to raise even more than they now do by taxation. The agitation now going on in this province is not for money from some new source, but for better schools. Our people should know that to have more efficient schools we must have more efficient teachers, better paid teachers, and a greater willingness among the rate-payers to stand the cost of the best possible education.

—FROM the *School Journal* we take the accompanying extract. There is in it a word of warning and a word of advice for all teachers. "If any teacher deserves to be called pedantic, it is the one who regards his pupils as so many empty vessels which are sent to him to be filled every day with part of the knowledge which he has in store for them—and his name is legion. Ever since the days of Friar Bacon the leaders of educational thought have complained that there is in the schools too much chain-gang work, too much talking by the teacher and too little by the children, too much of guidance, of help and support—and too little self-activity on the part of the pupils. Still the pedants—Heaven grant them a comfortable grave!—go right on pumping knowledge into their pupils, and if they ever think of letting them go a little way without go-cart

and leading-strings, they put up so many fingerposts that the youthful minds are kept right in the ruts. The thoughtful ones among the teachers do differently: they believe in waking up the mind and getting it to chisel out new ideas independently of any work-director; they encourage their pupils to strike out for themselves, to explore new fields, to look for new truths and new ways of doing things, and, unassisted, to solve problems within the scope of their powers. This is the right course; for the school stands for development of character, of self-reliance, and that can be acquired only through self-activity. Well says Diesterweg—and these golden words cannot be too often held up to teachers: *‘Lead your pupils to self-reliance through SELF-ACTIVITY in the service of all that is true, beautiful, and good.’*”

Current Events.

—THE next convention of the American Institute of Instruction will be held next July in Montreal. Mr. Albert E. Winship, of Boston, editor of the *Journal of Education*, and president of the Institute, was in Montreal lately, arranging for the coming meeting. The society is largely New England in its constituency, though it has quite a membership in New York, New Jersey and Pennsylvania. It has met out of New England but twice in its history. It usually has from a thousand to twenty-three hundred teachers in attendance, and always has the names of many of the most distinguished educators of the east on its programme. The programme for the next convention will be as attractive as any that has ever been presented in America. Aside from the popular evening sessions, in which both American and Canadian speakers will take part, there will be three section meetings each day, and there will also be the best educational exhibit ever seen in this country in connection with any educational meeting. Mr. Winship says there will be from one one to three thousand educators from the United States here at that time attracted by the programme, the city, and the many charming excursions up and down the river and into the mountains. He prophesies that most of the teachers will spend their vacation in this vicinity. The teachers and educationists of the United States may be sure of receiving a warm welcome to Montreal and Canada at the hands of their fellow-workers in the Dominion.

—IT is with deep regret that we learn of the sad bereavement which the Rev. E. I. Rexford, Rector of the High School, Montreal, and member of the Protestant Committee of the Council of Public Instruction, has sustained in the death, at the age of thirteen years, of his eldest son. The EDUCATIONAL RECORD only voices the sentiments of all Mr. Rexford's many friends in extending to him the fullest of sympathy.

—ON the occasion of his removal with his family to Knowlton, the Rev. E. M. Taylor, M.A., Inspector of Schools, was presented with an appreciative testimonial by his former fellow-townsmen of Cowansville. Inspector Taylor has taken up his residence in Knowlton, finding that place more central in his inspectoral district.

—MR. Von Iffland, principal of Cowansville Academy, has received permission to use the Town Hall for the purpose of drilling his pupils therein when the state of the weather makes it impossible to have a drill out of doors. In his application Mr. Von Iffland dwelt on the importance of military drill and physical culture for pupils. He stated that no damage would be done to the hall, as the pupils would be under his personal supervision while in it. His request was granted by the councillors on the understanding that it would be withdrawn should they become dissatisfied with the usage the hall and furniture received.

—FROM the report of the University examiners for 1896, we learn that thirty-three schools sent up candidates and one hundred and thirty-four students received the certificate; and that all the provinces of the Dominion were represented at the examination with the exception of Manitoba and Prince Edward Island. The report contains information and suggestions that should be carefully studied by both teachers and intending candidates.

—BEFORE the opening of the present school session, Dunham Ladies' College passed through the hands of carpenters, plumbers and painters. A large sum of money has been expended in making the college a cosy home for a large collegiate family, and the efforts put forth have not been in vain. From roof to basement the evidences of progressive reform are apparent.

—THE news comes from Montreal that an effort is being made to establish a Faculty of Music in connection with

McGill College. It has long been the desire of patrons of music in Montreal to secure the establishment of a standard conservatory of music in the city, where students in music could depend upon a thorough and systematic tuition in the various branches of the Art Divine, and the idea seems to be in a fair way towards taking practical shape. As we have just said, it is proposed that the suggested conservatory should be affiliated as an additional faculty with McGill.

—THE Minister of Education of Ontario, Mr. G. W. Ross, has under consideration a proposal which he will probably lay before the Legislature at its next session. Mr. Ross is convinced that if it is right for the province to provide means for the education of professional men upon the payment of a moderate fee, the mechanic should receive training upon the same terms. The plan provides for the use of the money now devoted to mechanics' institutes, with the addition of the necessary grants, to establish trade schools in the manufacturing centres, in order that the youth of the province may study the rudimentary principles of the various trades they intend to follow. The Hon. Mr. Ross intends to visit the trade schools of New England for the purpose of securing further information on the subject of technical training schools.

Practical Hints and Examination Papers.

AN EXERCISE TO TEACH THE USE OF MAPS.—The following exercise will help children to make rough plans of the streets in the neighbourhood: The teacher draws a large slate on the board. In the centre she draws a small outline of the school-house. She then has the pupils decide in which direction the different streets or objects lie. She now tells the class that she will take a walk and that they are to follow her, and she moves the chalk along to represent a street. The pupils tell the name of the street represented; and where streets cross they are indicated by lines crossing the street represented. After one or two streets have been passed, the teacher turns to the right or left, represents another street, and goes on to a corner, which is indicated by a line crossing the one the teacher is on. The children are now asked where the teacher is, and they name the church, store, or other well known building on

the corner. Several of these walks are taken in this way, the teacher leading. When the pupils are sure of their ground one of the number may be called upon to lead the class, first to his own home or any given place, and afterwards wherever he will. The teacher may now dictate the direction, and the pupil may draw at her dictation. These exercises may be dictated by using the terms right and left to direct the pupils, or by using the points of the compass. It is well also to direct by description only, and have the pupils follow and tell where the teacher has stopped; the pupil can also be benefited by the giving of clear and explicit directions, so clear that the class can follow easily.—*Selected.*

ORDER.—Good order cannot be secured without active attention, and active attention cannot be got without giving pupils employment of the right kind, and this, in turn, necessarily involves continuous study on the part of the teacher. If a teacher finds difficulty in keeping order, let him devote more time to the preparation of the lessons he is to teach the next day, and particularly to those lessons he intends to assign. Many teachers spend plenty of time on the lessons they are about to teach or examine on, but give little or no attention to the selection of lessons previous to the time when they are about to assign them. Lessons are often assigned in a haphazard manner. Special attention should also be given to the selection of definite work for pupils while not engaged in actual recitations. Those who fail in the management of an ungraded school may be able to trace the cause to a neglect of this essential part of their duty. It would be folly to expect children to control themselves properly in school for hours with nothing to do. If teachers do not furnish suitable employment, the pupils will find exercise in the shape of fun and mischief.

DANGERS IN DISCIPLINE.—We have in late numbers of the RECORD said a good deal concerning discipline in the school-room. In connection with this important matter the following notes, from the *New Education*, on the dangers waylaying the teacher in enforcing discipline are of interest and value.

There are some self-evident dangers in all school work, but none perhaps come more frequently than those that hide in the ambush of discipline, and of these there are at least several persons to be considered:

1. *The child.* What does your method of discipline do for him? How does it affect his (a) temper, (b) disposition, (c) feeling toward you and in regard to himself, (d) ambition or desire to do and to be right?

2. *Yourself.* How do you feel when using your methods? Afterwards? How towards their object? Has your opinion of them undergone any change since adoption? Do you use more or less of any kind than formerly? Why? Have you watched the effects on the children? Have you been satisfied that you are pursuing the right course? Does the influence of the work as performed leave you happy or otherwise? Are you as sensitive and tender as you were before these methods were adopted? Do you consider them the very best for you?

3. *The other children.* Are they witnesses of your methods? What is the effect on them? What is their governing motive in obedience to you? Do your methods promote the highest motives for doing and being?

4. *Your associates.* Can you recommend your methods to others as being of general good? What is the tendency in regard to your influence along this line? Are you authority, a leader—or a pupil, a follower?

5. *The parents.* How does it affect them? Are you co-operating with them to bring about the child's best development? Are they satisfied with your methods? Do they sanction them? Are they in a position to be better or worse judges than yourself as to what is best?

6. *The public.* Is your work and your discipline likely to benefit the public, or will they simply breed criminals and outcasts, for whom the public must provide? That is, do you let things go unchecked in school, which, done outside, would bring the child into disrepute in his neighbourhood, and perhaps land him in a reform school or jail?

Books Received and Reviewed.

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

The October number of the *Canadian Magazine* is one of the best magazine numbers ever issued in Canada. Professor Goldwin Smith's incisive answer to an article, "Canada and the Empire," by Principal Grant, in the *National Review* for July, is an important feature. Martin J. Griffin, Parlia-

mentary Librarian, at Ottawa, argues that Lord Durham himself wrote his famous report. The second instalment of J. W. Tyrrell's article on the "Sub-Arctics of Canada," and that of "Kate Carnegie," by Ian Maclaren, are full of interest. There is also a poem by Archibald Lampman, besides many other contributions worthy of notice. The number is well illustrated and has a most agreeable appearance.

The *Atlantic Monthly* for October is marked by the usual fine literary flavour which characterizes it at all times. It contains timely papers on political, scientific and historical subjects. Professor John Trowbridge has a vigorous article on "The Imperiled Dignity of Science and the Law," and Professor Lanciani one on "The Fate of the Coliseum," giving the romantic career of one of the most wonderful structures in the world. A new department, entitled: "Men and Letters," is opened in this number, to which well-known writers will contribute short signed articles on literary subjects, reminiscences, suggestions, criticisms and the like. The department is opened by W. D. Howells, John Burroughs and W. P. Trent.

The *Ladies' Home Journal* is a periodical which is rapidly coming to the front as a dispenser of the best in current literature. The October number presents the opening chapters of Ian Maclaren's new story, "The Minister of St. Bede's." It promises to be a most interesting tale. This number also contains a composition for the piano by Ignace Paderewski. Hamlin Garland has a very readable article on the cliff-dwellers of the South-West, entitled: "The Most Mysterious People in America." Ex-President Harrison's series of papers on the government of the United States is continued, and all the usual departments of the magazine are filled with appropriate and timely matter. The *Journal* answers every requirement of a family magazine. (The Curtis Publishing Company, Philadelphia, U.S.A.)

The *Monist*, edited by Dr. Paul Carus, and published by the Open Court Publishing Company, Chicago, U.S.A., enters on its seventh volume with the October issue. Among the valuable contents of this number are: "Animal Automatism and Consciousness," by Professor C. Lloyd Morgan; "The Regenerated Logic," by Charles S. Peirce; "Panlogism," by Dr. Carus; discussions on divers topics and exhaustive book-reviews.

MORNING AND EVENING SERVICES FOR SCHOOLS, compiled and arranged by the Rev. C. J. Boulden, M.A., and published by O. B. Stanton and Company, Toronto. This neat little book, comprising a series of services for each day of the week, is the work of the principal of the Grammar School, Berthier, Quebec. Mr. Boulden seems to have used the greatest care in his selection of the parts of the Church Service, most suitable for use in church schools.

HAMILTON'S REPORT ON THE COINAGE, the latest issue of the *Old South Leaflets*, published at cost by the Directors of the Old South Work, Boston, U.S.A., has a special interest in view of the great excitement at present existing on this question in the United States. This report, which was communicated to the House of Representatives, in 1791, by the then Secretary of the Treasury, discusses the respective merits of single and double standards, with a clearness and thoroughness which gives it a permanent value. It is, in fact, a "classic upon the currency." The leaflet, No. 74 of the series is sold by the Directors for five cents a copy.

THE SEATS OF THE MIGHTY, by Gilbert Parker, and published by the Copp, Clark Company, Limited, Toronto, is a story the name of which, at least, most of our readers know. While it was appearing serially in the *Atlantic Monthly*, we had occasion to speak very favourably of it. The novel is historical, being founded on the career of a well-known figure in Canadian history, and the scene is laid in the Quebec of Intendant Bigot's time. The interest is well-sustained and most of the characters are well-portrayed; and though the author's mannerisms of style are as apparent as in his other works, we feel that "The Seats of the Mighty" is a book that can be recommended for perusal by all. It is a story that will do much to awaken interest in one of the most eventful periods of Canadian history.

MODESTE MIGNON, by H. de Balzac, and translated by Clara Bell, with a preface by George Saintsbury; THIRTY YEARS OF PARIS, by Alphonse Daudet, and translated by Laura Esnor; and PLAIN TALES FROM THE HILLS, by Rudyard Kipling. We are indebted to Messrs. The Copp, Clark Company, of Toronto, for these three attractive issues of *Macmillan's Colonial Library*. The writers and their books are so well known, that their worth has long ere this been popularly appreciated. To those who have read and enjoyed Daudet's *Le Petit Chose*, *Tantarin de Tarascon* and

Fromont Jeune et Risler Aîné, the story of how they were written, told in his own cheery way by their author, cannot fail to be interesting. It is also delightful to read the naïvely-told tale of the young *littérateur's* entry into Paris and his progress from obscurity to fame. "Thirty years of Paris" is beautifully illustrated. "As for Plain Tales from the Hills," Kipling's genius, in some respects yet to be surpassed, for story-telling, guarantees that they will be read from first to last by anyone taking up the book. The books are well printed and bound, in the serviceable style that characterizes *Macmillan's Colonial Library*, a series of recent copyrighted books, specially prepared for circulation in the Colonies.

Official Department.

THE minutes of the September meeting of the Protestant Committee, which were to have appeared in this number of the RECORD, have had, for want of space, to be held over till next month. They will appear in the November issue, which will be in the hands of our readers shortly.

NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, on the 7th August (1896), to appoint Messrs. James Jessup, junior, and Joseph Lagacé, school commissioners for the municipality of New Port, county of Gaspé, to replace themselves.

24th August.—To appoint Mr. Alma Percy, school trustee for the municipality of Notre-Dame des Anges de Stanbridge, county of Missisquoi, to replace Mr. J. M. Ferris, whose term of office has expired.

18th August.—To make the following appointments, to wit :

School Commissioners.

County of Gaspé, Grande Rivière :—Mr. James Méthot, son of Charles, to replace himself, his term of office having expired.

Saint George de Malbaie :—Messrs. John Dumas and Pierre Lamarre, to replace Messrs. Narcisse Dumas and John Comeau.

31st August.—To appoint Messrs. Napoléon Godin, Ferdinand Langlais, Jean Baptiste Boutet, Louis Giguac and Honoré Thibaudeau, school commissioners for the new school municipality of "Sainte Christine," county of Portneuf.

To re-appoint Mr. Jean Roch Paradis, school commissioner for the municipality of Black Lake, county of l'Islet.

3rd September.—To appoint Messrs. R. T. Walsh, John Blackett, John Maw, John Baird and James Simpson, school commissioners for the new municipality of the "village of Omstown," county of Châteauguay.

7th September.—To make the following appointments, viz. :

Mr. Edward Mann, school trustee for the municipality of Saint Lawrence, county of Bonaventure, to replace Mr. Thomas McDougall, absent.

Mr. Edwin French, school trustee for the municipality of Coteau Landing, county of Soulanges, continued in office.

12th September.—To appoint Mr. Joseph Arthur Labrie, school commissioner for the municipality of the town of Chicoutimi, county of Chicoutimi, to replace Mr. Hector Lemieux, absent.

18th September.—To appoint Messrs. Jérémie Bastien and Dieudonné Cousineau, school commissioners for the municipality of Sainte Dorothée, county of Laval, to replace Messrs. Joseph Bastien and Hormidas Dion, whose terms of office have expired.

22nd September.—To make the following appointments, to wit :

School Commissioners.

County of Beauce, Metehermette :—Mr. Joseph Wilson, to replace Mr. William J. Hughes, whose term of office has expired.

County of Matane, Saint Ulric :—Mr. David Ouellet, to replace Mr. Alexis Lévesque, absent.

26th September.—To appoint Mr. Adolphe François Savaria, M.P.P., school commissioner for the town of Waterloo, county of Shefford, to replace Dr. J. D. Pagé, resigned.

29th September.—To appoint Mr. Epiphane Richard, school commissioner for the municipality of Pointe aux Esquimaux, county of Saguenay, to replace Mr. Fulgence Richard, whose term of office has expired.

CIRCULAR FOR 1896-97.

The attention of the principals and head-teachers of the Superior Schools is respectfully invited to the following suggestions and instructions:—

1. The course of study and a neatly written or printed time-table should be framed and hung on the wall of the school-room.

2. All the articles referred to in the Regulations on Apparatus should be procured at once from the Commissioners. When such has been done, report to this office, and a list of additional articles will be forwarded as a suggestion. The inspector will make an official report this year on the condition of the School Library.

3. In English the selections to be specially studied in the Fourth Reader, with special attention to dictation, derivation, definitions and abstract writing, as well as in the Fifth Reader, are to be found in the latter half of each of these books. The poetical extracts should receive careful attention, and be committed to memory. All teachers are earnestly requested to continue the daily sentence-drill as an adjunct to every subject of school study. "It is not that which goeth into a child's mind, but the manner of its coming out, that educates." There should be abstract writing in every class at least twice a week. The main object of school work is to train a child to think correctly. "If we wish to think correctly we must train ourselves to speak correctly and write correctly by daily practice in the making of sentences."

4. In grade I. Academy, the selections for French reading and translation are included in the last half of the Progressive Reader, with the last five prose extracts for dictation and re-translation. In grade II. Academy, the selections in French are to be taken from any part of the Progressive Reader with the last six extracts for dictation and re-translation. The pupils of grade II. Model School may read the first five extracts from this book in connection with their grammatical course. All the pupils of all grades should be exercised every second day at least in colloquial French.

5. The Mental Arithmetic and Memory Drawing Examinations will be much the same as last year. The inspector on his visit will ask for specimens of Memory Drawing from the pupils.

6. In the exercises for Latin translation in Grades II. and III. Model School, the selections will be taken as alternates from Collar and Daniel and Smith's Principia.

7. Take note that the items on which the Inspector's Report, drawn up at the date of his visit, is founded, are : (1) diplomas, (2) efficiency of the whole staff, (3) condition of the building, (4) state of the furniture, apparatus, grounds and closets. In every school there must be daily physical drill, daily vocal drill, daily sentence drill, and daily moral drill, if the development of the whole being of the pupils is going on in school, and the efficiency in these respects will be noted. In connection with the moral drill, the pupils will be expected to know the Ten Commandments and the principles of the "Sermon on the Mount."

8. The programme of the exercises on the day of the Inspector's visit this year will comprise : examples of physical drill ; of vocal drill in singing and elocutionary effects ; of sentence-drill in the fluency with which the pupils can give items of knowledge acquired from any school study such as geography, history, arithmetic, &c., in the synthesis of sentences from elements, and in abstract writing. The moral drill will be taken note of in the disciplinary aspect of each department.

9. Please return immediately the name of the Secretary-Treasurer and a complete list of the school staff. This ought to be done by return of mail.

J. M. HARPER,
Inspector of S. S.

OFFICE OF THE INSPECTOR }
OF SUPERIOR SCHOOLS, }
Quebec, September, 1896. }

DIRECTORY OF SUPERIOR SCHOOLS, 1896-97.

Aylmer :—Mr. H. A. Honeyman, B.A. ; Miss L. Austin ;
Miss Minnie McLean.

Bedford :—Mr. E. G. Hipp, B.A. ; Miss A. M. Snyder ; Miss
Mary Taylor.

Beebe Plain :—Mr. F. A. Garland ; Miss C. Shufelt.

Berthier :—Rev. C. J. Boulden, M.A. ; Mr. W. H. Noell Gill,
B.A. ; Miss Ethel Deune.

- Buckingham* :—Mr. Thomas Townsend ; Miss Edith Higginson ; Miss C. M. Beard.
- Bury* :—Miss E. Hepburn ; Mrs. A. J. Cook.
- Chelsea* :—Miss Luttrell ; Miss Margaret Whyte.
- Clarenceville* :—Mr. George D. Fuller ; Miss Frances Johnson.
- Clarendon* :—Miss B. G. MacNaughton ; Miss J. Armstrong.
- Como* :—Miss Grace E. Johnson.
- Compton* :—Mr. Geo. A. Jordan ; Miss Ella V. Jackson.
- Compton L. College* :—Mrs. Brouse ; Miss Hargrave ; Miss Murphy ; Miss Holland.
- Cookshire* :—Mr. H. A. Connolly, M.A. ; Miss L. S. Stevens ; Miss Boyd.
- Cowansville* :—Mr. L. D. Von Iffland, M.A. ; Miss M. Watson ; Miss G. Noyes.
- Danville* :—Mr. W. T. Briggs, B.A. ; Miss N. P. Bliss ; Miss M. Lynch ; Miss Bessie Atkinson.
- Dunham* :—Mr. J. M. Pearson.
- Dunham L. College* :—Miss E. O'Loan ; Miss B. Evans, B.A. ; Miss C. Kruse ; Miss Jackson ; Miss Ball ; Rev. N. A. F. Bourne, B.A.
- East Angus* :—Mr. S. M. C. Richards ; Miss M. S. Cowling.
- Farnham* :—Mr. Ernest Smith ; Miss Nancy L. Hayes.
- Fort Coulonge* :—Miss Jessie Scroggie.
- Frelighsburg* :—Mr. A. J. Bedee ; Miss Mary Hall.
- Gould* :—Miss A. E. McDonald ; Miss Lottie Wilson.
- Granby* :—Mr. J. W. Alexander, B.A. ; Miss J. Solomon ; Mrs. W. A. Kimpton ; Miss M. B. Gill.
- Haldimand, (Sandy Beach)* :—Miss Florence N. Bown.
- Hatley* :—Mr. F. W. Vanghan ; Miss Marcia Carbee.
- Hemmingford* :—Mr. John Lipsey ; Miss A. Wilson.
- Hull* :—Mr. Niles G. Ross ; Miss L. Carmichael ; Miss L. Dahms ; Miss M. H. Scott.
- Huntingdon* :—Mr. C. S. Holiday, B.A. ; Miss Catharine Nolan ; Miss Janet McLean ; Miss M. E. Bradford ; Miss Elizabeth Gordon ; Miss Nancy Ruddock ; Miss Annie Dickson.
- Inverness* :—Mr. M. A. Leet ; Miss Sarah McCullough ; Miss G. Brouard.
- Kinnear's Mills* :—Mr. D. A. Simons ; Miss Augusta Somerville.
- Knowlton* :—Mr. Levi Moore, B.A. ; Eugene Wherry ; Miss Ennice Barber.

Lachine :—Mr. E. N. Brown, B.A. ; Miss Ella N. Lancaster ; Miss Eva K. Ellacott ; Miss Julia C. Park ; Miss Caroline Manson.

Lachute :—Mr. N. T. Truell ; Miss M. A. Van Vliet ; Mr. James E. Fee ; Miss L. Van Vliet ; Miss Helen Paton ; Miss M. E. Barron ; Miss Christina Palliser.

Lacolle :—Miss M. R. Graham ; Miss Ida M. Featherston.

Leeds :—Mr. Jas Woodside ; Miss Agnes McKenzie.

Lennoxville :—Mr. T. F. Donnelly ; Miss Milford ; Miss Young.

Levis :—Miss H. J. Hitchins ; Miss Bailey.

Magog :—Mr. J. T. McRae ; Miss Alice Griggs ; Mrs. M. A. Young.

Mansonville :—Mr. Warwick Smith ; Miss N. Collins.

Marbleton :—Miss Laura M. Terrill ; Miss C. G. Addie.

Montreal (High School) :—Rev. E. I. Rexford, B.A. ; Dr. F. W. Kelly, B.A. ; Mr. E. L. Curry, B.A. ; Mr. Wellington Dixon, B.A. ; Mr. H. H. Curtis ; Mr. A. W. Strong, B.A., Sc. ; Mr. W. B. T. Macaulay, B.A. ; Mr. I. Gammell, B.A. ; Mr. J. P. Stephen ; Mr. James Walker ; Mr. J. T. Donald, M.A. ; Mr. R. Squire Hall, B.A. ; Mr. C. B. Powter ; Miss M. Ross ; Miss A. D. James ; Miss M. J. Clarke ; Miss I. McBratney ; Miss L. Binmore ; Miss L. Sinclair ; Miss C. M. Smith ; Miss G. S. Francis ; Miss A. O'Grady ; Miss B. Irving ; Miss M. Metcalfe ; Miss W. I. Hearle ; Miss Alice de C. O'Gready ; Miss Mary Ottawa Hunter.

Montreal (High School for Girls) :—Rev. E. I. Rexford, B.A. ; Miss S. Rodger ; Miss G. Hunter, B.A. ; Miss M. Wilson, B.A. ; Miss F. Taylor ; Miss Brittain, B.A. ; Miss E. C. Charlton ; Miss M. Clark ; Miss Radford, B.A. ; Miss Ferguson ; Miss Lily Clark ; Miss J. Bremner ; Miss A. Rodger ; Miss Gordon ; Miss E. Henderson ; Miss Lindsay ; Miss Dodds.

Montreal Junction :—Mr. O. E. Le Roy, B.A. ; Miss Ethel Thornton.

Mystic :—Miss Marion Solomon ; Miss Helen Walbridge.

New Richmond :—Miss Edith L. A. Gilker ; Miss May J. Fairservice.

Ormstown :—Mr. C. W. Ford ; Miss Lizzie Matthieu ; Miss U. Paterson ; Miss E. Spearman.

Paspebiac :—Miss M. R. Caulfeild ; Miss L. M. Howatson.

Portage du Fort :—Mr. J. Douglas ; Miss M. J. Cary.

- Quebec High School* :— Mr. T. A. Young, M.A. ; Mr. A. J. Elliot ; Mr. F. Grundy ; Mr. F. de Kastner ; Mr. O. F. McCutcheon.
- Quebec Girls' High School* :— Miss E. Macdonald ; Mrs. F. W. Walton ; Miss M. Lee, B.A. ; Miss. M. M. Wilkinson ; Miss C. E. Rondeau.
- Rawdon* :— Mr. Thomas I. Pollock, B.A. ; Miss Bessie Davies.
- Richmond* :— Miss K. B. Goodfellow ; Miss K. Morison ; Miss I. Lyster.
- St. Andrews* :— Mr. W. D. Armitage ; Mrs. Simpson.
- St. Francis College* :— Mr. John A. Dresser, B.A. ; Mr. W. J. Messenger, M.A. ; Miss B. Lufkin ; Miss J. F. Cairnie.
- St. Hyacinthe* :— Miss Ellison Mackie.
- St. Johns* :— Mr. Ralph E. Howe, B.A. ; Miss Minnie Gordon ; Miss Carrie Nichols.
- St. Lambert* :— Mr. C. A. Jackson ; Miss I. McLeod ; Miss M. Tomkins ; Miss M. McLeod ; Mr. W. J. Larminie.
- St. Sylvestre* :— Miss Eva Andrews ; Miss Nellie Orr.
- Sawyerville* :— Miss E. Paintin ; Miss L. G. Annable ; Miss Mary McDonald.
- Scotstown* :— Miss L. A. McCaskill ; Miss M. S. Dennis ; Miss Lizzie Bowman.
- Shawville* :— Mr. W. G. MacNaughton ; Miss Grace L. MacKechnie ; Miss Mary E. Whelan.
- Sherbrooke* :— Mr. J. H. Keller ; Miss Miller ; Miss Mitchell ; Miss Pierce ; Mrs. Berry ; Miss Hawley ; Miss Edwards.
- Sorel* :— Miss May G. Johnson.
- South Durham* :— Miss Edith E. Samson ; Miss Edna Duffy.
- Stanbridge East* :— Mr. F. C. Banfill ; Miss Jessie Corey.
- Stanstead College* :— Rev. C. R. Flanders, B.A., D.D. ; Miss Ethelwyn Pitcher, B.A. ; Mr. Maynard M. Hart, B.A. ; Miss Winona J. Pitcher ; Miss Iola Shufelt ; Miss Henrietta Shaw.
- Sutton* :— Mr. J. McMillan ; Mr. Charles H. Pope ; Miss Mabel Wallace ; Miss Norah Cutter.
- Three Rivers* :— Mr. Jas. A. Mackay ; Miss Annie C. Melrose ; Miss M. McCutcheon.
- Ulverton* :— Miss Charlotte W. Woodside ; Miss Reed.
- Valleyfield* :— Mr. D. M. Gilmour ; Miss Ethel C. Warren ; Miss E. Sparrow ; Miss J. Sutherland ; Miss V. McGill.

Waterloo :—Mr. James Mabon, B.A. ; Miss Mary Vandry, B.A. ; Mr. William Enright ; Miss Mary Howard ; Miss Josephine Temple.

Waterville :—Miss C. E. Carbee ; Miss Ball ; Miss Fuller.

Westmount :—Mr. J. A. Nicholson, M.A. ; Mr. Walter Chalk, B.A. ; Mr. D. S. Moffatt, B.A. ; Rev. T. Z. Lefebvre, B.C.L. ; Miss Janet Reay ; Miss P. Steacy ; Miss M. B. Walker ; Miss C. A. Arbuckle ; Miss A. M. Symington ; Miss A. M. Meiklejohn ; Miss A. Smith ; Miss F. R. Angus, B.A. ; Miss A. Y. Ramsay ; Miss A. N. Wells ; Miss S. L. Abbott ; Miss A. Kirkman ; Miss S. Maguire ; Miss H. Reay ; Miss A. Linton.

Windsor Mills :—Miss M. L. Armitage ; Miss Bailey.

TABULAR STATEMENT IN CONNECTION WITH THE JUNE EXAMINATIONS OF 1896, (MODEL SCHOOLS.)

NAMES OF MODEL SCHOOLS.	Grand Total Marks.		Percentage.		Pupils.		Grade I.	Grade II.	Grade III.	Grade II. A.	Grade III. A.	Lat.	Frch.	Eng.	Geom.	Alg.	Arit.	Appliances.	
	Enrolled.	Passed.	Enrolled.	Passed.	Enrolled.	Passed.	Enrolled.	Passed.	Enrolled.	Passed.	Enrolled.	Passed.	Enrolled.	Passed.	Enrolled.	Passed.	Enrolled.		Passed.
Beebe Plain.....	32	13	57	8677	3	10	Passed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	6	850
Buckingham.....	33	9	54	10778	13	13	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	4	101250
Bury.....	44	17	73	17170	18	18	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	5	1325
Chelsea.....	43	25	15	2811	16	21	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	2	161095
Clarenceville.....	40	22	75	21043	4	4	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	3	31300
Clarendon.....	46	31	46	4653	9	9	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	8	91100
Como.....	79	8	5	3004	4	4	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	0	01065
Compton.....	8	5	64	8796	0	0	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	1	41143
Dunham.....	25	13	64	9104	4	4	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	1	31245
East Angus.....	46	24	16	8659	7	10	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	4	101251
Farnham.....	26	16	6	10838	6	13	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	3	31345
Fort Coulonge.....	42	16	13	2914	8	8	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	0	11095
Freleighsburg.....	67	11	5	11517	4	4	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	0	21365
Gould.....	15	15	65	13561	4	4	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	1	51213
Gould.....	26	17	11	4538	5	5	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	0	161340
Haldimand.....	69	26	6	12985	6	6	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	1	61280
Hatley.....	20	6	44	14296	4	4	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	2	41095
Hemmingford.....	56	23	6	10330	17	17	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	4	6922
Hull.....	39	18	10	8378	8	8	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	1	71340
Kinnear's Mills.....	66	39	58	15536	12	12	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	5	01170
Kinnear's Mills.....	21	9	3	6940	1	1	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	0	51118
Lachine.....	64	49	27	17678	18	18	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	1	41313
Lacolle.....	16	8	81	23478	7	7	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	2	61200
Leeds.....	35	18	12	5001	5	5	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	0	91165
Lennoxville.....	77	35	30	13991	22	22	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	1	21313
Lennoxville.....	45	30	70	13908	8	8	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	4	61276
Levis.....	60	9	8	9599	5	5	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	0	01225
Magog.....	61	42	20	12049	10	10	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	1	71140
Mansonville.....	36	16	12	46749	4	4	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	1	11285
Mansonville.....	61	32	20	12972	15	15	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	1	0
Marbleton.....	28	15	7	7907	7	7	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	1	91284
Montreal West.....	67	18	14	12972	14	14	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	2	11166
Montreal West.....	14	14	14	12972	0	0	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	1	111295
Mystic.....	30	14	4	15033	4	4	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	6	81265
New Richmond.....	67	36	16	27621	12	12	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	9	41230
New Richmond.....	64	87	66	15033	26	26	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	2	11305
Ormistown.....	71	29	13	2883	12	12	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	0	21280
Paspebiac.....	27	21	12	19048	9	9	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	4	11385
Portage du Fort.....	59	27	21	15747	11	11	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	1	11240
Rawdon.....	74	36	16	31677	14	14	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	1	01325
Rawdon.....	24	24	24	8379	6	6	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	0	01325
Richmond.....	36	20	36	31677	14	14	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	0	01325
Sawyerville.....	67	68	35	8105	19	19	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	3	131195
Scotstown.....	71	44	19	13614	13	13	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	6	2986
Sorel.....	7	3	2	20525	2	2	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	0	31312
Sorel.....	69	7	3	15397	1	1	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	8	21385
South Durham.....	74	26	20	15397	16	16	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	4	101270
Stanbridge East.....	52	31	17	5230	8	8	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	2	31312
St Andrews.....	74	30	17	15747	11	11	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	1	11240
St Hyacinthe.....	89	18	9	31677	0	0	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	0	01325
St Lambert.....	62	74	54	8105	36	36	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	9	01325
St Sylvestre.....	75	19	15	13614	10	10	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	3	131195
Ulverton.....	33	15	12	20525	5	5	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	0	2986
Valleyfield.....	70	38	15	15397	12	12	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	7	31312
Waterville.....	73	43	18	15397	13	13	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	1	101270
Windsor Mills.....	60	28	9	5230	7	7	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	2	811270

TABULAR STATEMENT IN CONNECTION WITH THE JUNE EXAMINATIONS OF 1896, (ACADEMIES.)

NAMES OF ACADEMIES.	Grand Total Marks.	Percentage.	Pupils.			Grade II. Mod.		Grade I.		Grade II.		Grade III.		Lat.		Grk.		Frch		Eng.		Geom.		Alg.		Arit.		Appiances					
			Enrolled.	Passed.	Failed.	Presented.	Passed.	Failed.	Presented.	Passed.	Failed.	Presented.	Passed.	Failed.	Presented.	Passed.	Failed.	Presented.	Passed.	Failed.	Presented.	Passed.	Failed.	Presented.	Passed.	Failed.	Presented.		Passed.				
Aylmer	6422	30	73	31	4	27	9	0	9	10	2	8	8	0	8	4	2	2	14	1	...	25	6	27	4	20	0	30	1	13	14	1177	
Bedford	11231	64	77	25	11	14	14	4	10	5	4	1	4	3	1	2	0	2	12	7	...	23	2	18	7	9	2	19	5	18	5	1331	
Berthier	21782	71	23	22	16	6	6	6	0	6	5	1	6	5	1	4	0	4	18	0	...	18	0	17	1	12	0	17	0	18	0	1250	
Coaticook	15409	77	57	26	20	6	7	6	1	8	8	0	8	4	4	3	2	1	18	2	0	1	25	1	24	1	14	2	26	0	21	2	1390
Compton Ladies' College	12056	71	36	23	13	10	6	2	4	8	3	5	5	4	1	4	4	0	22	1	...	21	2	23	0	15	2	20	2	9	10	1175	
Cookshire	16479	67	75	33	19	14	8	5	3	9	4	5	8	6	2	8	4	4	12	4	...	32	1	28	5	18	7	27	5	17	18	1362	
Cowansville	13021	77	75	22	18	4	6	5	1	9	7	2	6	5	1	1	1	0	10	1	...	22	0	21	1	16	0	20	1	18	3	1340	
Danville	13480	71	66	25	16	9	6	6	0	10	5	5	7	4	3	2	1	1	8	1	0	24	0	25	0	7	4	24	1	15	8	1270	
Dunham Ladies' College	9428	77	24	17	14	3	5	4	1	6	6	0	4	2	2	2	2	0	15	2	...	17	0	17	0	5	0	13	2	13	2	1155	
Graby	11155	66	82	23	11	12	10	4	6	5	2	3	6	4	2	2	1	1	12	1	...	21	2	21	2	8	3	17	6	13	8	1290	
Huntingdon	68052	86	182	97	81	16	15	15	0	41	28	13	35	33	2	6	5	1	76	7	14	1	97	0	95	2	77	5	92	5	79	12	1390
Inverness	9372	65	40	20	11	9	6	3	3	7	4	3	4	1	3	3	3	0	15	3	19	1	18	2	14	0	20	0	13	4	1040
Knowlton	13789	62	87	30	11	19	7	0	7	15	6	9	5	4	1	3	1	2	12	6	1	0	23	7	19	10	16	3	25	5	15	12	1345
Lachute	36034	73	112	66	39	27	24	11	13	26	14	12	13	11	2	3	3	0	44	6	7	0	62	4	63	3	29	10	54	12	45	18	1343
Shawville	8668	65	62	17	10	7	4	2	2	8	5	3	5	3	2	...	...	6	3	2	0	15	2	14	3	12	1	15	2	13	4	1213
Sherbrooke	34701	76	84	65	52	13	26	24	2	14	12	2	14	8	6	11	8	3	45	4	...	64	1	62	2	27	8	61	4	46	8	1389	
Stanstead College	19475	76	72	38	24	14	11	8	3	10	7	3	6	1	5	11	8	3	27	3	5	0	35	3	36	2	22	3	38	0	20	7	1235
St. Francis College	22188	62	74	46	23	23	15	5	10	13	8	5	15	9	6	3	1	2	13	6	0	2	44	1	39	7	25	3	31	10	31	12	1285
St. Johns	5415	53	67	16	2	14	7	0	7	8	2	6	...	...	...	1	0	1	5	3	...	15	1	9	7	7	2	13	3	7	8	1240
Sutton	9746	64	80	21	11	10	6	5	1	6	2	4	5	2	3	4	2	2	15	4	...	18	3	17	4	10	2	13	8	11	6	1242	
Three Rivers	8473	60	33	21	12	9	9	7	2	6	3	3	3	2	0	4	0	4	14	7	1	0	19	2	18	3	4	6	16	5	15	2	1273
Waterloo	43286	77	125	69	41	28	15	8	7	25	12	13	25	17	8	4	4	0	60	7	9	0	66	3	54	14	50	3	62	6	44	21	1315
Westmount	51470	79	196	95	80	15	44	37	7	22	18	4	15	14	1	14	11	3	69	4	13	4	92	1	93	1	50	1	87	8	70	11	1360

THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC.

No. 11.

NOVEMBER, 1896.

VOL. XVI.

Articles : Original and Selected.

MORAL DRILL IN SCHOOL.*

In approaching the question of providing for religious instruction in school, our discussions must no more run away from the fundamental principles which commend or condemn any element of school work than if we were discussing the introduction of any other of the many subjects which so many well-mentioned or ill-advised people would like to see inserted in the ordinary school curriculum. Last year, at Sherbrooke, this association had up for consideration the question of agriculture as a school study, and some of you may remember that I there enunciated the principle that in the proposed introduction of any new subject, or educational process, the true function of the school, the well defined trend of all *legitimate* school work should never be lost sight of ; and as an emphatic corroboration of the wisdom of your acceptance of this as a first principle, I may encourage you by saying that at the late National Convention of Teachers at Buffalo, that principle was not only enunciated but adhered to throughout the proceedings, much to the enforced diffidence of the faddists, if any of these marvellous people happened to be present. Those who took part in the discussions of that great meeting, seemed to have in their mind more what *ought not* to form a part of school work, than what *might* form a part of

* An address delivered by Dr. J. M. Harper, at the Teachers' Convention lately held in Montreal.

school-work ; and scant courtesy was given to any suggestion which by any chance seemed to run away from what we are all agreed upon as the true function of the school, namely, the development of the whole being of a boy or girl to the point of being able to take charge of himself or herself, when called upon to assume the responsibilities of life while entering upon any phase of labour or upon the stage of the after self-education.

I think that we, the members of this association, may also take some credit to ourselves that our discussions have not, to any serious extent, run away from this first principle. We have come to be suspicious of the apples of Sodom that the opportunist is ever ready to offer us, for the sake of a little vain-glory in the shape of innovations of the Volapuk or Herbartian kind ; and here I have to publicly thank the teachers of my inspectorate for the spirit of co-operation they have always shown in adopting any plan for the improvement of their schools, when once they have come to understand that such a plan sinned against no sound pedagogic principle. Through this co-operation, we have been able to approach the elemental laws of child nature in a practical way, and if we have had the preliminary laugh to contend with, as we persevered in introducing and maintaining the three drills as a means to an end, we surely can gain sufficient confidence from what has been done, to face any obstacle that may be thrown in our way while introducing a fourth drill, the most important of all school drills.

After all these years of patient experimenting, it is surely not necessary for any one to tell you from this platform that physical drill is a necessary part of school work, a legitimate school function. And yet it may be necessary to repeat that physical drill is only a legitimate school function when it is kept in its place as a means to an end and not for exhibition purposes. Do I need to tell you that sentence drill is a legitimate school function ? Certainly not ; but remember that such a drill is only a legitimate school function when it is kept in its place as a means to an end, the end being the training of the child to think correctly by attaining to a correct way of uttering thought original or memorized ; and no more need I tell you that religious instruction in school is a necessity, a legitimate school function, as long as you do not forget that it must

also be kept in its place as a means to an end, the end being the development of the moral nature of the child,—the supreme test of all school work, the forming of character.

In searching for a warrant for the introduction of religious instruction into our schools, it will therefore be necessary for us, as teachers, to take higher ground than the parent who desires to have his children receive religious instruction in order that when they grow old they will not depart from the religious denomination to which he wishes them to belong. In a word it is not the function of the school either to make good churchmen or good catholics in the technical sense. Religion has to be taught in school because religion inspires the highest motives, because religious emotions, conscience-born, which have in them no share of the self-interest or worldly-mindedness of denominationalism place at the disposal of the teacher the proper means to the nobler end, the activities of a moral drill that will realize the best results in developing the young towards the full maturity of an unprejudiced manhood and a pure womanhood.

Nor is it difficult to make this clear to the teacher even of the least logical turn of mind. If the forming of character, the power to take charge of one's self, be the supreme test of school work, and if this forming of character in its highest and noblest development depends upon the highest motives, and if these highest motives can only be born from the reverence for authority that religion invokes in the soul, the undeniable *sequitur* is, that since moral training is a legitimate function of the school, religious instruction in school, as the most effectual means towards the highest end of school work, should be had in every school. Some would fain distinguish between morality and religion, whereas the only distinction between the two is that religion is a mere apperception of morality. To repeat, religion inspires the highest motives, and in the moral training of his pupils the conscientious teacher does not desire to cultivate the habit of having less than the highest motives for all that he does. To emphasize this we might go a step further. Religion is not only the strongest influence in provoking ethical motives, in the moulding of human character and the guiding of human conduct, but it has been the strongest of all historic forces.

In proof of this, witness the decay of morals in a nation during the transition from some form of decaying religion to a new or reformed way of giving play to the religious motives. A decline in Greek morals followed the national disrespect towards the tenets of the Greek mythology, just as the same thing happened when the Goddess of Reason was set up in Paris during the French Revolution. The appeal to the moral nature, or to the will by human-born motives is weak when unsupported by religious sanctions and influences. Human-born motives, as history shows, are insufficient barriers to national vice; and human-born motives are insufficient barriers to the milder immoralities of the school-room that finally depreciates the value of the individual in citizenship.

There is therefore nothing for us, as teachers, to do, but to draw into our service these religious sanctions and influences, if we would see the best results follow from a moral drill in school, and just as we have lately been inquiring about the best physical drill to be had, and the best vocal drill, and the best mental drill, with the intention of having them in our schools, so must we proceed to inquire about the best moral drill for our pupils, and forthwith introduce it.

“No boy or girl ever received a religious impression of the least value in the devotional exercise in school.” There is the statement of one who affects to know what he is talking about; and we, as teachers, had better look within the scope of our own experiences, to see what measure of truth there is in it. For one, I do not think that the statement should pass unchallenged; because, for one, I do not believe that the statement can be substantiated. I know of a village in which the master was accused of having used the curtailed form of “Our Father which art in heaven, *et cetera*,” when carrying out the letter of the law; and of another where the boys were accustomed to repeat the Lord’s Prayer as a final exercise in the afternoon with their caps in hand ready for a rush through the open door of the school-room. I have been at the opening exercises of a school when the beautiful hymn “He maketh up his jewels” was as unmeaning in the mouths of the dear little innocent souls who were singing it, as was the hymn “I want to be an angel” in the mouth of the drunken ne’er-do-well, as he staggered through the streets. These are

exceptional cases, you will say, and so they are; but are they not sufficient to bring us to frown upon everything in the shape of perfunctory religious exercises in school. The regulations of the Protestant Committee require that the first part of the school-day shall be devoted to religious exercises, including the reading of scripture, prayer and praise; and to make these exercises effectual, every teacher knows that a previous secular drill must be had, in order that the proper attitude of body, intellect, and soul may be secured when the pupil comes to enter into the presence of God during the short service. As I have said in my hints to the teachers of my inspectorate this year in anticipation of my annual official visit, "Every devotional exercise in school should have a purpose, a serious solemn purpose, and the singing and simultaneous reading should be of the very best." Indeed, unless this proper attitude towards the primary Christian beliefs can be secured by the teacher in his school, the reflex heart-effects in the pupils will not rise above the average effects produced on the souls of a paid choir during the singing of the anthem in church, or on the gay party on the river of an evening with their mixed programme of "Hold the Fort," "John Brown's Body" and "Jerusalem the Golden."

To be practical this moral drill in school must deal with the primary religious beliefs; and the first of all these beliefs, the fundamental anthem note of all religion—the ever present supervision of the Most High—must come first in the order of a special training. "Thou God seest me" is the first lesson in religion that must be learned in school. The state recognizes God, a parliament opens with prayer, the witness-box still has Him for its shield; and the public school continues to invoke His presence. But how is the school invocation to be made to mean more to the child's soul as a guidance for the day, than the Chaplain's prayer on the floor of the House of Commons, or the kissing of the Book in a court of justice? That is your problem, teachers, and for me to point out the way this evening would involve the resolving of this association into a Teachers' Institute and the illustration of my suggestions by an actual preliminary drill. Your physical drill is excellent and develops the tissues through activity; but have you ever thought that the best physical drill, the drill that acts upon the whole being, body, mind, and soul,

is not the drill of activity but the drill of quiet? You have been in the woods all by yourself? Ah, then you know what I mean. You know why it is necessary to train your pupils, in a secular way, to be still, in order to train them in a moral way, in a Christian way, to be quiet in the presence of God. Then you know why the eye should be closed and the head bent during the religious exercises, and what previous drill you must have to secure the most solemn stillness when you take your pupils with you for a few brief moments into the immediate presence of God. As I have already indirectly said, the very best of everything is what we must present to the giver of every good and perfect gift during the special solemn moment of the morning devotional exercises. The body attitude must have in it more than the precision of your best physical drill, there must be no word used which is a mere blurred mark on the intellect, the voice attitude must be even more than a previous thorough vocal drill can secure. In a word, your moral drill must include the best effects of your physical, vocal, and mental drills, as you lead your pupils into the holy place of communion with things unseen; and it is for you to ask yourself, Am I able to do this; have I the proper heart-attitude myself?

Editorial Notes and Comments.

As the minutes of the annual convention of the Teachers' Association, held last month in Montreal, will probably appear in an early number of the RECORD, we have not thought it advisable to give here a lengthy report of the proceedings. In this number we give one of the papers read, and hope next month to publish one or more of the several valuable addresses presented at the various sessions of the convention. Among the topics discussed was Elementary Education in the Province of Quebec, in connection with which Mr. N. T. Truell and Inspector McOuat read interesting papers, after which a general discussion followed, in which Inspectors Taylor and Demers and Mr. J. A. Dresser, among others, took part.

—THE president's address was delivered by Inspector Hewton, at a largely attended public meeting held in the High School Assembly Hall. He referred to the work of the Association and the opportunities its members had for

promoting the educational interests of the Province. Speaking of the need of better common schools, he said that the country "yet awaited the coming of the prophet who would awaken the people to realize that the first duty of every people was the common education of their children." Among the other valuable papers read at the convention was an interesting one on "Botany and its Study," by Miss Carrie M. Derick, M.A. We hope to publish Miss Derick's paper in a future number of the RECORD. Several papers, which were to have been presented, were unfortunately crowded out by the business discussions. Among these was one on Self-Culture, by Dr. Robins, which we also hope to publish. The instructive address on "Moral Drill," by the newly-elected president, appears on another page of this number.

—IN connection with the election of officers, it is pleasant to note the fact that the choice of president was unanimous. Dr. Harper has been one of the prominent figures at nearly every convention for the past fifteen years and has well earned the honour, no inconsiderable one, that the teachers have conferred on him. It is expected that his occupancy of the chair will show that the honour is not all on one side. Although Mr. Truell was handicapped by the feeling that none of the chief offices should become private property, his popularity was shown by his election for the third time as representative on the Protestant Committee.

—A correspondent of the Montreal *Witness* writes to that paper as follows, concerning the educational system of Detroit, U. S. A. : "Almost the first thing that strikes one is the self-contained condition of such a city as Detroit, which has practically an educational system of its own. Whatever the gains and losses incurred as the result of this larger increase of local autonomy there is no failure perceptible in the matter of efficiency. Detroit has just opened a new high school building of which any city in America might be proud. It accomodates 1,800 pupils, who are taught by a staff of over fifty teachers. The building itself is architecturally almost perfect, especially as regards the lighting and ventilation of its spacious corridors and convenient class rooms. It is equipped with a system of telephones which enables the principal to converse with any teacher with the least possible interruption of the class

work. There are several scientific laboratories, that are just now in process of completion, and there is a very fair library which will be greatly increased now that there is plenty of room for more books and a better system of handling them. Large as the building is, it is full to repletion, and in process of time two other buildings will be erected to accommodate pupils of the lower grades in the eastern and western parts of the city. Though the state, as such, takes no cognizance of the high schools in Detroit and other cities, there is a very effective supervision exercised over them by the University of Michigan, which is a state institution. Its Board of Regents has adopted the practice of admitting to the various departments of the university, without further examination, pupils who bring diplomas from such high schools as come up to the required standard in work and equipment. The quality of their work is ascertained with great definiteness by the tests applied to the student from time to time in his university course, and the inspection of the schools is effected by means of visiting committees of the faculty. The privilege referred to is highly prized by the schools, none of which would lightly or willingly forfeit it. As the university is not bound to admit pupils without examination, the schools are under bonds to exert themselves in order to retain their status with it. One great defect has been the lack of pedagogical training for teachers. There is but one state normal school, fully equipped, but there is one projected and partly established in the northern part of the state where it is much needed. Some of the high schools do pedagogical work voluntarily, and the University of Michigan is authorized by the state legislature to grant professional certificates to those who take successfully its well-known pedagogical course. The absence of facilities for observation and practice is a drawback which cannot at once be overcome, but getting rid of it in some way is only a matter of time. Teachers' institutes are held over the state, not for two days each session, but for a week. This affords time for a logically developed programme, and for thorough methodological discussion of selected groups of school subjects."

—THE following story of a son's devotion brings forward an interesting ethical problem—in fact, one of the old problems of casuistry. There can be no two opinions as to the beauty of Professor Herkomer's action; but was he

morally right in deceiving his father, even to give him pleasure or to save him pain? Those of our readers who have a taste for the solution of abstruse problems in the realm of mental and moral philosophy may like to reason out an answer to the question, Was Professor Herkomer right? The story is that the professor's aged father, who lives with him in his splendid home at Bushey, used to model in clay in his early life. He has recently taken to it again, but his fear is that soon his hands will lose their skill and his work will show the marks of imperfection. It is his one sorrow. At night he goes to his early rest, and when he has gone, Herkomer, the talented son, goes into the studio, takes up his father's feeble attempts and makes the work as beautiful as art can make it. When the old man comes down in the morning he takes the work and looks at it, and rubs his hands and says: "Ha! I can do as well as I ever did."

—A WRITER in the *Educational Review* gives what he considers the qualifications of the teacher. He says: "I have already said that the teacher must be born, not made. He must inherit a natural aptitude for the work of teaching. But this heaven-born gift of natural aptitude is not enough. Skill in art is the result of training some one natural gift. Specialists are getting the best positions in all professions. The day is coming when the all-round man will have great difficulty in getting wherewithal to live. While it is true, that in the absence of natural aptitude, no amount of training will make a successful teacher, it is also true that training will enlarge and develop the natural gift to a great degree. The day has at length come, when it is admitted on all sides that the teacher needs special preparation for his work just as much as the doctor, the lawyer, or the preacher. We have at last come to the conclusion that the minds and bodies of our children are not fit subjects for experiment at the hands of every thoughtless, untrained beginner in the business of teaching." Believing, as he evidently does, in the professional training of teachers, the writer of the above will have to agree with us that, though the teacher is *born*, he is also, to a very large extent, *made*—and that by the well-equipped, competent normal school.

Current Events.

AT the late convention of the Provincial Teachers' Association, the following officers were elected for the ensuing year : President, Dr. J. M. Harper ; Representative on the Protestant Committee of the Council of Public Instruction, Mr. N. T. Truell ; Pension Commissioners, Messrs E. W. Arthy and H. H. Curtis ; Curator of the Library, Miss Louisa Derick ; Vice-Presidents, Dr. S. P. Robins, Miss Peebles and Mr. G. L. Masten ; Recording Secretary, Inspector McOuat ; Corresponding Secretary, Mr. W. Patterson ; Treasurer, Mr. C. A. Humphrey. The following members were also added to the Executive Committee : Messrs. G. W. Parmelee, E. M. Taylor, R. J. Hewton, H. A. Honeyman, J. A. Nicholson, J. A. Dresser, J. Mabon, E. N. Brown, E. I. Rexford, S. P. Rowell, A. McArthur, C. W. Ford, A. L. Gilman, R. E. Howe, and Miss E. Scott.

—THE following clipping from the Montreal *Witness* relates to a matter that is of quite serious importance to the schools of many towns in this province as well as to those of Ontario. It is sent to us by a principal whose experience includes three unsuccessful contests with the skating rinks. The action of the trustees in this case is so commendable that we gladly give a place to the clipping in the RECORD. "The attractions of parties and other affairs have become a serious evil in Napanee, so much so that the Board of Education has issued a circular to parents and guardians asking them, for the sake of the studies of their children, to assist in preventing the distractions from school duties, and if parties must be given that Friday night be set apart for them."

—FROM the reports presented by the Deans of the different faculties at the last meeting of the corporation of McGill University, it appears that the total number of students attending lectures this year is 1,036, made up as follows :—Faculty of Medicine, 373 ; Faculty of Arts, 373 ; Faculty of Science, 211 ; Faculty of Law, 49 ; and Faculty of Comparative Medicine, 30. In the Arts Faculty the total is made up of 245 men and 128 women. These figures showed a slight falling off in the number attending the medical course, which was accounted for by the fact that the students in dentistry, who were only partial students, had gone over to Bishop's College because McGill had

thought not well to attach a doctor's degree to a partial and minor course. There was also a slight falling off in Arts, which was also among partial students. The students are from all over the world. The Faculty of Applied Science has them from Newfoundland, England, Scotland, Mexico, Hawaii and Italy, as well as from all the provinces of Canada.

—THE Ohio State University, Columbus, has added a department of pedagogy, and placed Dr. J. P. Gordy, the noted psychologist and historian, at the head of it.

—THE Indiana Board of Health has decided against the school slate. It has also issued other sanitary rules requiring that pencils, pens, and desks be disinfected daily; that the floors, windows, and all the woodwork of school-rooms be washed daily with a disinfectant; that banisters and tops of tables be treated with a disinfectant once a week; that drinking-water be not kept in open buckets; and that admittance be denied to any unwashed child, or any child with a cough, or exhibiting cutaneous evidence of disease.
—*Exchange.*

—A SOMEWHAT amusing development of technical education—that term being, by the way, a sad misnomer—is reported from the United States. There has been established at Philadelphia for the last two years what is called a Barbers' College. In a room one hundred feet in length two rows of chairs are arranged and, the institution being of the nature of a practice school, there is every accommodation for customers as well as operators. The proprietors undertake that for twenty-dollars a mere novice will be transformed into an expert barber in eight weeks. After all, the art in question is as proper to be taught as many others; but the well-known weakness of a practice school must sometimes be exemplified here in a striking manner.

—THIS year the University of Chicago celebrated the fifth anniversary of its foundation. From the President's address we learn that the total gifts from all sources amount to \$11,500,000, of which Mr. John D. Rockefeller alone has given \$7,500,000. The total number of students enrolled during the last year was 1,986, and the teaching staff numbers 184. And now comes the news that Mrs. Julia Bradley, an aged woman of Peoria, Ill., has bestowed all her fortune, estimated at \$2,200,000, upon the

University, on condition that a branch school shall be built at Peoria. The school will be called "The Bradley Polytechnic Institute," and two of its seven directors will be connected with the University of Chicago. It is also said that, "In the proffered use of another half million dollars worth of property, the University is now in the way to possess the most splendid inland lake biological station in the world. This magnificent supplement to the Hull gift of \$1,000,000 for biological laboratories is due to Mrs. Edward Roby, E. A. Shedd and C. B. Shedd, owners of the property. It makes possible for the university to control all the land and water it desires of the 3,000 acres around Wolf Lake and the channel connecting it with Lake Michigan." Chicago University, owing to the generosity of its many benefactors, is fast taking a leading place among the wealthy educational institutions of America.

—ONE of the educational papers of the United States says: "In many schools of Great Britain the utility of teaching children to write with both hands is being considered. In Japan, school children are taught to write with both hands, and in this country the matter is receiving some attention."

—THE London, England, School Board has at present twenty-four special schools for feeble-minded children, with a roll of a thousand pupils. Of the benefit of such schools, both direct and indirect, there can be no question. Ordinary schools are freed from a dead weight—the halt and maim who require twice as much attention as average pupils, and yield at best but half the results. And yet these children cannot be classified as uneducable and relegated to an institution for imbeciles, but, if treated in small classes and by special methods, may, as has been abundantly proved, develop into serviceable citizens.

—IT is announced that the Duke of Norfolk has purchased a site, for £13,000, on which it is proposed to erect a Roman Catholic college at Oxford. It is about three acres in extent, and within a short distance of Mansfield and Manchester Colleges. Before the commencement of the Michaelmas term the Catholic bishops intend issuing a joint letter of instructions with reference to the recently-granted permission from the Pope for Catholic laymen to attend the universities.

—THE editor of the *Journal of Education*, published in London, England, has something to say about minimum salaries, which shows that there is room for improvement in this connection in Britain as elsewhere. He says: "There lies before us as we write a most instructive document, the multigraphed list of vacancies for mistress-ships, issued by a well known firm of scholastic agents. The yearly salaries offered range from £40 in a single instance to zero, *i.e.*, simply board and lodging. We extract a few by way of sample:—1. Class-singing, Drill, French, Dancing; salary £10. 2. Needlework, Kindergarten, English, Arithmetic, Music, French; salary about £12. 3. German, French, and Piano; £25 and laundry. 4. German and French; £10. To sum up: the wages of an ordinary governess or assistant-mistress in a private school are somewhat higher than a scullery-maid's but considerably lower than those of a good cook."

Literature, Historical Notes, &c.

THE MOTIVE FORCE TO STUDY.—Emulation became the great force in securing work to the schools when the power of the rod first declined. Every one knows that in the Jesuit schools, which were celebrated for the mildness of their discipline, this motive was plied with the utmost ingenuity and vigour. What with prizes and honours and rankings it has played and still plays a most important role in our schools. But its defects as a controlling force begin to be apparent to our best teachers. These are essentially that it misdirects interest and so tends to pervert scholarship. Real interest arises from the subject of study itself. The utility, the relations and the meanings of this ought to come out and exercise a subtle allurements upon the mind of the pupil. He should become absorbed in it, led on from point to point by curiosity, finding a constantly fresh charm in the vistas it opens up to him, and the questions it enables him to answer. There is a joy of discovery which he ought not to be balked in by premature telling on the part of the teacher, a sense of growing power delightful in itself and the sure source of future efficiency in him when he comes to deal with the practical problems of life which ought to be the constant and sufficient reward of his efforts. These three things then, the natural allurements of a subject prop-

erly unfolded, the delight arising from discovering new relations and new meanings, and the inspiring sense of increasing power make up the genuine interest which the teacher's art is to arouse and make effective.

In how many ways false methods thwart and destroy a right interest can now be clearly seen. The learning of a text instead of a subject puts the memory to a dead strain which exhausts the energies. A deadening effort to memorize is substituted for quickening insight, which is always interesting. This taxing of memory instead of facilitating the play of insight until it becomes quick, sure and recurrent, is the most fundamental error. Following upon that comes the quenching of curiosity by pouring in information before the need of it is felt, by feeding before the appetite comes, so that the faculties of the pupil are overlaid and smothered, instead of quickened through healthful activity. Finally, these processes beget a sense of the dreary and heavy weight of unintelligible or only partially intelligible knowledge to be acquired, a fruitless or almost fruitless struggle from which the spirit sinks back disheartened, and finds more alluring fields for its natural play, where a sense of power may take the place of despair.

When such a condition results emulation is found to give a semblance of life. The boy who experiences no joy in his studies finds it in the effort to outdo his rival. He becomes industrious, accurate, keen under the spur of it. He works to win instead of to know, and so develops a fondness for competition instead of for the things of the understanding. In our colloquialism, he becomes "smart." The real character of this result is best seen in our debates. They are the legitimate outcome of emulative instruction, and in them not truth but victory is the end sought. The debater accumulates material and arguments which he hopes will win his side of the case. He is not critical as to his material save in so far as he dreads exposure by his antagonist. Whatever is plausible, whatever will "take," is heartily welcomed, and his whole effort is directed to winning the judges, instead of to seeing and presenting things as they really are. So powerful is this one-sided tendency that garbling facts, concealing testimony, misrepresenting authorities and perverting justice are notoriously the ripe fruitage of advocacy. More than one person in a position to form an intelligent opinion has expressed the belief that

debating, instead of helping one to become an investigator, positively unfits him by destroying in large measure his sense of truth and his power of calm unbiased judgment.

This, it seems, is the legitimate outcome of the general use of emulation instead of natural interest as a motive in school work. And this illustrates what we mean when we say, as above, it misdirects interest and so tends to pervert scholarship. It is not our thesis that a limited use of it always produces such results, but only that this is its tendency, and that therefore right development is away from it and towards the promotion of natural and inherent interest. — *Wisconsin Journal of Education*.

LAUGHTER A GREAT TONIC.—“I presume if we laughed more we should all be happier and healthier,” writes Edward W. Bok in the *Ladies' Home Journal*. “True we are a busy and a very practical people. And most of us probably find more in this life to bring the frown than the smile. But, nevertheless, it is a pity that we do not laugh more; that we do not bring ourselves to the laugh, if need be. For we all agree that a good laugh is the best medicine in the world. Physicians have said that no other feeling works so much good to the entire human body as that of merriment. As a digestive, it is unexcelled; as a means of expanding the lungs, there is nothing better. It keeps the heart and face young. It is the best of all tonics to the spirits. It is, too, the most enjoyable of all sensations. A good laugh makes us better friends with ourselves and everybody around us, and puts us into closer touch with what is best and brightest in our lot in life. It is to be regretted, then, that such a potent agency for our personal good is not more often used. It costs nothing. All other medicines are more or less expensive. ‘Why,’ said an old doctor not long ago, ‘if people fully realized what it meant to themselves to laugh, and laughed as they should, ninety per cent. of the doctors would have to go out of business.’ Probably when we get a little less busy we shall laugh more. For, after all, the difference between gloom and laughter is but a step. And if more of us simply took a step aside oftener than we do, and rested more, we would laugh more. By laughing I do not mean the silly giggle indulged in by some women and so many girls. There is no outward mark which demonstrates the woman of shallow mind so unmistakably as that of giggling. There is

no sense in the giggle ; no benefit to be derived from it. It makes a fool of the person herself, and renders every one about her uncomfortable. But just as the giggle is the outcome of a small mind, the hearty laugh is the reflection of a healthful nature. What we want is more good laughers in the world—not more gigglers.”

Practical Hints and Examination Papers.

MULTIPLICATION.

There are few points upon which more complaints are made than are made on the subject of multiplication. When children are promoted from the second class it is expected of them that they shall be quick and accurate in the operations of multiplying and dividing, but too often it is found that there is a *flabbiness*, as one might say, about their mental attitude in regard to multiplying. The teachers of the senior grades are crowded with work, and have no time to do enough review work to correct this weakness, and so the complaints are wofully made. “I do not know what to do with that boy, he does not know his *tables*, even ;” or, “There’s a girl who cannot get one answer right in multiplication, and she’s not the only one, alas !”

The ordinary cause is that the class is hurried from multiplication into division before they have mastered the rationale of the first, or become accurate or secure in their multiplication tables. Much better would it be for the junior second class to be taught multiplication thoroughly and the second senior class to take up division, instead of, as is now the practice in many schools, the junior grade having to cover multiplication and short division before passing to a higher class. The average child has enough to do, especially in the short term, to grasp the processes of multiplication, without being bewildered by a new process, even though the same tables are used in it.

The cure lies in practice and that continual. The tables must be thoroughly memorized ; nothing can be done without quick, accurate recalling of their facts. They should be taught first by addition, two times followed by three times, and the pupils constructing the rest for themselves. The usual form of the tables should then be given, and much practice allowed on them, in writing them and

reciting them as well as using them. It is not the fashion nowadays to allow the class to chant forth the tables in a high key (though, doubtless, 90 per cent of the objectors to it learnt them in that way), but a good substitute for this old custom is to draw on the blackboard or on a card a large circle, dividing the circle into twelve parts in which are placed the figures from one to twelve, and in the centre drawing a smaller circle, to contain the number which is the multiplier. With a pointer the teacher drills on the table named; then she picks out a pupil whose voice has been steady in the good work, to be the leader of the game. Another and another follows, until the exercise is satisfactory. Then mental work on suitable problems (business-like as possible and useful), and after that more difficult work on slates or scribblers. The teacher must occasionally bring up a child who is poor in memorization, and see that he or she is receiving special aid and encouragement. Let the work be made as clear as possible. There is often too much formalism and mystery, especially in the wording of definitions. There is one part of multiplication which is commonly troublesome, and that is where the pupil has to multiply by several figures, especially when there are naughts in the multiplier. Then say, in the simplest words you can get:

“When you multiply by the first figure you just put down your answer as usual; when you multiply by the second figure you put your first figure of *it* under the second figure of the first answer, and you keep on in the same way with the rest, the third under the third, the fourth under the fourth, and so on.”

There is a good deal of fascination to a child in the use of the second personal pronoun, and he will understand that rule better than if put thus: “When multiplying by,” etc.; and, if he understands it, it will do away with the useless rows of ciphers we find propping up the other figures, doubtless to keep the additions straight in the final product. Of course, the putting down of the naughts will be found useful, perhaps indispensable, in aiding the pupil to understand the *reason* for the rule. The good teacher will, we assume, take special care that the pupil shall follow no rule mechanically until he has first been led to understand the reason for it. In this case it is not difficult to make it clear to the average child that the process indicated in the forego-

ing rule is really an abbreviation of the much longer one. He should first be made to apprehend, and afterwards be occasionally reminded by appropriate questions, that while the right-hand figure of the multiplier denotes units, the next to the left denotes tens, the third, hundreds, etc., and that the multiplying of the units of the multiplicand by so many units gives the product in units; by so many tens gives the product in tens; by so many hundreds, the product in hundreds, etc.

For practice, time-tests are generally pleasing. Say such a one as : 76,432 multiplied by 3, the multiplication of the multiplicand first, then that answer multiplied by 3, then the next answer by 3, and so on, all multiplied by 3; as many lines as can be done in two minutes, timed by the watch. A test where time is mentioned, as much work to be done as possible, draws out the varying abilities better than one where the number of lines is specified; the latter is good for seat practice. The teacher should have a number of such tests worked out in a book, and the answers should be scrupulously taken, as interest dies out otherwise. These tests are valuable for any class, and teachers taking up new classes will find them doubly profitable, affording the class some concentrated, earnest work, while giving the teacher a chance to judge her pupils and form some idea of their powers. Again, we must say that, to cure this weakness, there is nothing like practice, and that continual.—*Educational Journal*.

Books Received and Reviewed.

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

The *Canadian Magazine* for November contains an interesting talk on Sir John Shultz and the "Canada First Party," by Col. Geo. T. Denison. Principal Grant's rejoinder to Dr. Goldwin Smith's article in the October number will be read with interest by all. Besides presenting the usual *quota* of timely discussions, the November issue is devoted in a special manner to matters relating to our great North-West. In the November *Ladies' Home Journal* is the first of an interesting series of papers on "Great Personal Events," which is to be continued in future numbers. The

initial article is a description of how Jenny Lind sang in Castle Garden. As usual, the *Journal* is full of a great deal of instructive and interesting literature. The publishers announce some excellent new features for 1897, among others a series of drawings illustrating the creations of Dickens, by C. W. Gibson, the first of which will appear in the Christmas number.

The splendid table of contents of the November *Atlantic Monthly* includes Reminiscences of Colonel Thomas Wentworth Higginson, and the first instalment of "The Juggler," by Charles Egbert Craddock. The *Atlantic* announces that great stress is to be laid on the articles that will appear in it interpreting the great educational movements. Among the subjects to be taken up are: The place of the public school in typical communities, the Chautauqua movements and methods, the National Educational Association, and the extension of the use of libraries. Teachers' pensions will also be discussed.

The first number of the *Presbyterian College Journal*, for the session of 1896-97, has reached us. The *Journal* has an excellent appearance and promises to have a successful year.

Official Department.

DEPARTMENT OF PUBLIC INSTRUCTION,

Quebec, September 25th, 1896.

On which day the usual quarterly meeting of the Protestant Committee of the Council of Public Instruction was held.

Present:—R. W. Heneker, Esq., D.C.L., LL.D., in the chair; the Venerable Archdeacon Lindsay, M.A., D.C.L.; George L. Masten, Esq.; the Reverend Principal Shaw, D.D., LL.D.; A. Cameron, Esq., M.D.; Professor A. W. Kneeland, M.A.; the Reverend A. T. Love, B.A.; Samuel Finley, Esq.; H. B. Ames, Esq., B.A.; Principal W. Peterson, M.A., LL.D.; E. J. Hemming, Esq., D.C.L., Q.C.; the Very Reverend Dean Norman, D.D., D.C.L.; the Reverend E. I. Rexford, B.A.; N. T. Truell, Esq.; S. P. Robins, Esq., LL.D.

The minutes of the regular meeting of May 20th and of the special meeting of August 27th were read and confirmed.

The chairman read the resignation of Dr. Hemming as member of the sub-committee on legislation.

Moved by the Dean of Quebec, seconded by Mr. Ames, "That the retirement of Dr. Hemming as a member of the joint sub-committee on legislation be accepted by this committee, and that they, while sincerely regretting this step, beg to tender their cordial thanks for his valuable services in the past, and for his harmonious co-operation with the committee in their important work."—Carried.

The report of sub-committee and distribution of Superior Education grant was presented by the Reverend Mr. Rexford, and upon the motion of Mr. S. Finley, seconded by Mr. Rexford, it was adopted in the following form :

25th September, 1896.

Your sub-committee beg to report that they spent the whole day yesterday in examining the tabulated results of the examinations prepared by the Inspector of Superior Schools, and in determining the amount of grants to recommend for the several schools. All the members of the sub-committee were present. In proceeding with their work your committee have followed as closely as practicable the resolutions adopted by the committee from time to time concerning the distribution of grants. As the tabulated statement, prepared by the Inspector of Superior Schools, included the returns from grade one, model school, these returns were considered this year in determining the grants to model schools. Your sub-committee regret to report that the examiners found strong evidences of copying in the case of five of the schools examined, and recommend that no grants be made to these institutions until satisfactory explanations have been given. As it appears that these irregularities have arisen largely from the carelessness of deputy-examiners, the sub-committee recommends (1) that the deputy-examiners be required to declare that regulation 86, section 1, has been duly observed in each room used in the examination ; (2) that, as the deputy-examiners are responsible to the local school boards for the efficient discharge of their duties, they should be appointed by the Protestant Committee upon the recommendation of the local school boards,

The Secretary of the Department reports that, after making the deductions provided for by law and by regulation of the committee, the amount at the disposal of the committee for distribution is \$18,777.85, or about \$492.00 less than last year. The sources of revenue are as follows:

Items.	Amounts.	Deductions.	Amount available.
Interest on Jesuits' Estates Fund.....	\$2,518 44	.....	\$2,518 44
Interest on M. L. Fund.....	1,400 00	.....	1,400 00
Marriage License Fees.....	7,117 75	200	6,917 75
Expense of management share of Sup. Ed. Grant..	9,466 66	.....	.....
Inspector's salary.....	.....	700	.....
Assistant Examiners.....	.....	200	.....
A. A. Examiners.....	.....	200	.....
Teachers' Association.....	.....	200	.....
Prizes for school grounds...	.....	225	7,941 66
Total amount available for distribution...			<u>\$18,777 85</u>

After careful consideration of the reports of the several schools and colleges, your sub-committee suggest that the following list for the distribution of grants be recommended for the approval of the Lieutenant-Governor in Council.

Signed on behalf of the sub-committee.

ELSON I. REXFORD.

UNIVERSITIES AND COLLEGES.

1. FROM MARRIAGE LICENSE FEES.

McGill University... ..	\$2,500	
University of Bishop's College	1,250	
		<u>\$3,750</u>

2. FROM SUPERIOR EDUCATION FUND.

McGill College	\$1,650	
Bishop's College	1,000	
Morrin College	1,180	
St. Francis College	590	
Stanstead College	575	
		<u>\$4,995</u>

ACADEMIES.

	1895.	Grant.	Bonus.	Equip.	1896.
Huntingdon..	\$540	\$200	\$300	\$40	\$540
Westmount.....	430	200	228	....	428
Waterloo	390	200	192	25	417
Lachute.....	440	200	159	40	399
Sherbrooke	415	200	153	40	393
St. Francis	200	200	....	..	200
Stanstead	200	200	.. ..	..	200
Cookshire	100	200	72	40	312
Coaticook	290	200	69	40	309
Knowlton.....	225	200	....	25	225
Danville	340	200	....	25	225
Cowansville	275	200	....	25	225
Compton.....	200	200	....	..	200
Bedford.....	275	200	....	25	225
Granby	315	200	....	..	200
Sutton.....	340	200	....	..	200
Dunham	200	200	....	..	200
Inverness	275	200	....	..	200
Shawville	200	200	....	25	225
Three Rivers	200	200	....	25	225
St. Johns.....	100	50	....	25	75
	<u>\$6515</u>	<u>\$4050</u>	<u>\$1173</u>	<u>\$400</u>	<u>\$5623</u>

MODEL SCHOOLS.

	1895.	Grant.	Bonus.	Equip.	1896.
Ormstown	\$175	\$50	\$100	\$25	\$175
St. Lambert	140	50	67	25	142
Sawyerville	75	50	59	..	109
Lennoxville	125	50	50	25	125
Clarenceville	75	50	45	25	120
Valleyfield	100	50	44	25	119
South Durham.....	75	50	41	25	116
Leeds.....	100	50	38	..	88
Bury	100	50	37	25	112
St. Andrews	75	50	33	25	108
Lachine.....	50	50	33	25	108
Waterville	115	50	33	40	123
Scotstown	75	50	32	25	107

	1895.	Grant.	Bonus.	Equip.	1896.
Hemmingford	\$100	\$50	...	\$25	\$75
Magog	75	50	...	...	50
Ulverton	100	50	...	25	75
Mansonville	75	50	...	25	75
Gould	75	50	...	25	75
Portage du Fort ...	75	50	...	25	75
Rawdon	75	50	...	...	50
New Richmond.....	100	100	...	...	100
Frelighsburg	100	50	...	40	90
Stanbridge East ...	110	50	...	25	75
Farnham.....	50	50	...	50	100
Buckingham.....	75	50	..	...	50
Hull	75	50	...	...	50
Marbleton	75	50	...	25	75
Montreal West.....	50	50	...	...	50
Compton .....	...	50	...	...	50
Beebe Plain .....	...	50	...	...	50
East Angus .....	...	50	...	25	75
St. Hyacinthe.....	75	50	...	25	75
Kinnear's Mills.....	50	50	...	...	50
Mystic	75	50	...	...	50
St. Sylvester.....	75	75	...	...	75
Paspebiac	100	100	...	...	100
Lacolle	75	50	...	...	50
Richmond..	75	50	...	25	75
Windsor Mills.....	75	50	...	25	75
Levis	75	50	...	25	75
Clarendon.....	50	50	...	...	50
Haldimand.....	100	100	...	...	100
Como.....	50	50	...	...	50
Fort Coulonge.....	50	50	...	...	50
Sorel	50	50	..	...	50
Chicoutimi .....	...	100	...	...	100
	<u>\$3650</u>	<u>\$2525</u>	<u>\$612</u>	<u>\$680</u>	<u>\$3842</u>

Letters were read from the Reverend R. D. Mills and the Reverend A. Stevens regarding irregularities in the June examinations. In the case of Berthier it was agreed to await the decision of the A. A. board as to the evidence of copying in the A. A. papers, and in the case of Hatley to withhold the grant altogether.

Moved by Mr. Masten, seconded by Mr. Finley, and resolved, "That a circular be sent by the Department each year to the several commissioners or trustees of the municipalities in which academies and model schools receiving grants from the Superior Education Fund are carried on, and also to the principals of such academies and model schools, informing them of the basis on which the grants are made, and the method of ascertaining by marks the position of the schools as ranking in the schedule of grants."—Carried.

Moved by Professor Kneeland, seconded by the Reverend Mr. Love, "That a sub-committee, consisting of the mover, Mr. Ames and Dr. Robins, be appointed to consider and report upon what should be the basis upon which the equipment grant to superior schools shall be determined henceforth."—Carried.

It was agreed to make a grant of twenty-five dollars for equipment to Farnham for last year, owing to the fact that because of peculiar circumstances the specimens were delayed and not valued.

The letter from the Lord Bishop of Quebec, concerning the appointment of a new school inspector for the Magdalen Islands was held over on account of his Lordship's absence.

Applications for diplomas were read from Miss Flora Taylor, Miss Ada McGowen and Mr. John Harland.

The certificates of Misses McGowan and Taylor being sufficient under regulation 56, it was recommended that a first-class academy diploma be granted to each of them.

Mr. Harland not having produced with his teacher's certificates any evidence of having passed in Latin, Greek, or French, it was resolved that he receive exemptions for academy diploma in all subjects except these and school law and regulations, or in all; but Latin, French and school law and regulations if he wishes a model school diploma.

An invitation to be present at the annual convention of the Association of Protestant teachers, to be held in Montreal in October, was read and accepted.

A letter from Mr. George Gillanders, East Brompton, was read and referred to the sub-committee on legislation, as it referred to the disabilities of minorities.

A petition, asking for provision for training and for giving certificates to kindergarten teachers, was read and held

over to await the result of the plan of the Normal School Committee, which is now preparing to undertake the work. The Secretary was instructed to convey this information to Mr. H. V. Truell, attorney for petitioners.

A letter, requesting that Longueuil school be raised to model school grade, was presented. The Secretary was instructed to inform the Longueuil board that the Inspector of Superior Schools will visit the school during the year.

A letter from Inspector McGregor, concerning professional training of teachers, was read for the information of the committee and referred to the sub-committee on professional training.

A letter was read from Dr. Harper, accepting the increase of salary with the conditions imposed at the last meeting of the Committee. The Secretary was authorized to pay the increase for travelling expenses and use of office for last year as well as this, and to reckon the increase of salary from the date of the Inspector's resignation of other offices.

Notice of motion by Mr. N. T. Truell, seconded by Mr. G. L. Masten, "That section four of the report of the sub-committee on grants for 1895 be reconsidered, and that the funds remaining, after the fundamental grants and the grants for appliances have been made, be distributed as a bonus to the academies and model schools in two separate lists, in proportion to the total number of marks taken, reduced by the multipliers hereafter mentioned. No bonus, however, shall be given to any school failing to take at least twenty per cent. of the maximum marks gained by any school."

The following report of the sub-committee on text-books was read and adopted:

Your sub-committee beg leave to report: 1st. That they have used all possible diligence to have the revised edition of the Canadian Readers ready for September 1st, instant, but that they have been unsuccessful, the books in the revised form being now in the hands of the printers. The publishers, however, have given their opinion that all the revised books will be placed on the market on or before the 25th day of December, 1896, and that the exchange of the new for the old will be completed by March, 1897.

2nd. That the sub-committee, with Mr. Gundy, of the Educational Book Co., are considering a plan for the introduction of the revised books in place of the old, with the least possible disturbance.

3rd. That two new numbers have been added to Gage's Practical System of Vertical Writing, that double head-lines have been provided in the lower numbers, but that the revision is not sufficiently advanced to warrant the sub-committee in recommending that the series be yet submitted for authorization.

4th. That in answer to the demand of the sub-committee, the publishers of Calkin's Introductory Geography have definitely agreed to make all necessary corrections to the book, in the second edition, and to issue sheets of such corrigenda for the first edition.

5th. That several books have been informally handed to the sub-committee for examination and recommendation, but the sub-committee, in view of their instructions, wait the action of the Protestant Committee thereon.

6th. That repeated complaints have been made to individual members of the sub-committee regarding the impossibility of obtaining Calkin's Introductory Geography from the publishers and dealers throughout the province; hence the sub-committee recommend that such representations be made to the publishers, as will secure a constant supply of that book, that a former resolution of the Protestant Committee, upon this subject, be in future rigidly adhered to and the publishers be so notified. See report of meeting of this Committee, September 25th, 1889.

The whole respectfully submitted

(Signed,) A. W. KNEELAND,
Chairman.

Moved by Mr. H. B. Ames, seconded by Dr. Cameron, "That the previous resolution of this Committee regarding text-books, passed on 25th September, 1889, and now cited in the report of the text-book committee, be henceforth enforced as rigidly as circumstances will admit."—Carried.

Moved by Mr. N. T. Truell, seconded by Dean Norman, "That the text-book committee be requested to inspect the revised edition of Calkin's Geography, Hyde's Practical Lessons in English, Tarr's Physical Geography, Chamber's Logarithms, Hyde's Grammar, High School History of Greece and Rome, and Prang's Use of Models, and to report to this Committee at the next meeting."—Carried.

Moved by Principal Peterson, seconded by the Dean of Quebec, "That inasmuch as the text-book committee has been unable, in its negotiations with the Educational Book Company, to fulfil the obligations imposed on it by the date specified in the minute of 28th of February, 1896, (viz: 1st September, 1896,) the text-book committee be now requested to consider the propriety of recommending other text-books to be considered as alternatives to the series now in course of preparation by the Educational Book Company." —Carried.

The Reverend Mr. Rexford reported progress for the sub-committee on professional training and asked leave to sit again, granted, Dr. Robins and Professor Kneeland dissenting.

The following report on the relation of the city schools to the regulations of the Protestant Committee, was submitted:

The sub-committee on distribution of grants to whom this question was referred, beg to report that they have carefully considered, in consultation with the Inspector of Superior Schools, the question referred to them, and beg to recommend that with a view to the proper recognition of the high schools of the cities as a part of the provincial school system, the following article be added to the regulations of the Protestant Committee, to be known as 84a.

ADDITIONAL PROVISIONS FOR HIGH SCHOOLS.

84a. 1st. *Course of Study.*

The Protestant Committee may authorize the High Schools of Montreal and Quebec, and other superior schools not receiving grants under the regulations of the Protestant Committee, to modify the course of study in order to meet their special conditions, provided that the modified course is at least equivalent in all respects to the course prescribed by the Protestant Committee.

2nd. *Examinations.*

It shall be competent for the Protestant Committee to accept a local system of annual written examinations in such schools instead of the examinations prescribed by these regulations.

3rd. Inspection.

It shall be the duty of the Inspector of Superior Schools, or of the District Inspector, when so ordered by the Protestant Committee, to inspect such schools and to report thereon to the Protestant Committee. Such inspection shall not include examination, and shall be conducted so as not to interfere with the regular work of the school.

4th. Medals.

It shall be competent for the Protestant Committee to grant to each of such schools as shall be classed satisfactory in the inspector's report, a medal to be competed for by the pupils in accordance with such conditions as the school authorities may prescribe.

(Signed,)

ELSON I. REXFORD,

on behalf of the sub-committee.

On motion of Dr. Shaw and Mr. Rexford the report was adopted.

The following report was submitted:

The sub-committee to enquire into the advisability of adopting the suggestion made by the universities that in future one book of Homer be required from students of the third grade academy, and to suggest any amendment to the course of study necessitated by the adoption of the suggestion made by the universities, report as follows:

1st. We recommend the adoption of the suggestion referred to, and the amendment of the course of study as follows:—Greek grade two academy as at present with the following addition: Easy reading based upon a suitable text-book to be selected.

Greek grade three academy as at present with the addition of Homer's Iliad, book four.

2nd. The sub-committee would also recommend (1) that the study of physiology and hygiene be made optional in grades one and two academy.

3rd. That the universities be requested to amend section one of the regulations for university school examinations by substituting the word two for the word four in the last clause of the section.

(Signed,)

N. T. TRUELL,

Secretary of the sub-committee.

Moved by Rev. Dr. Shaw, seconded by Reverend Dean Norman, and resolved, "That clauses one and two be adopted, and that clause three be referred for further consideration and conference with the university examiners to a committee consisting of the mover, and Messrs. Rexford and Truell."

FINANCIAL STATEMENT PROTESTANT COMMITTEE.

1896.

Receipts.

May 19—	Balance on hand.....		\$3,176	10
June 26—	From Superintendent for deputy examiners, June examinations		200	00
"	Interest on Jesuits' Estate, compensation grant.....		2,518	44
"	Interest on Marriage License Fund...		1,400	00
July 31—	Unexpended balance	\$1,384	99	
	Less refund		6	95
			<hr/>	
			1,378	04
			<hr/>	
			\$8,672	58
			<hr/>	

1896.

Expenditure.

May 21—	Inspector of Superior Schools on salary.	\$125	00
	Secretary	"	62 50
	Inspector of superior schools, traveling expenses.....		150 00
June 6—	T. J. Moore, Co., printing June examination papers.....		120 17
	Assistant examiners for June examinations.....		240 00
	Inspector of superior schools, allowance for office expenses, 1895-96...		100 00
June 26—	Superintendent of Public Instruction, interest on Jesuits' Estate, compensation grant		2,518 44
	On Marriage License Fund.....		1,400 00
July 20—	John J. Foote, printing minutes of Protestant Committee.....		11 25
Aug. 25—	Secretary Central B. of Examination..		300 00
	T. J. Moore & Co., June exam. cuts..		6 00

Sept. 4—Inspector of superior schools, postage and express.....	105 17
Inspector of superior schools salary...	125 00
Balance on hand.....	3,409 05
	<hr/>
	\$8,672 58
	<hr/>
Bank balance	\$3,541 00
Outstanding cheques, \$125 and \$6.95.	131 95
	<hr/>
True balance.	\$3,409 05
	<hr/>

Special Fund.

Aug. 26—Treasurer of Montreal, received..... \$1,000 00

Per contra.

Aug. 29—Principal Robins..... \$1,000 00

NOTE.—Contingent debit balance..... \$1,656 49

Dr. Heneker reported progress for the sub-committee on legislation. Mr. H. B. Ames was appointed to replace Dr. Hemming, resigned, as member of the sub-committee.

Upon the report of the Inspector of Superior Schools, it was decided to award the prizes for best kept school grounds as follows :

- 1st. Stanstead Wesleyan College ;
- 2nd. Valleyfield Model School ;
- 3rd. Frelighsburg Model School.

Moved by Mr. N. T. Truell, seconded by Reverend Mr. Love, "That the resolution regarding the prizes for best kept school grounds be amended so as to read as follows: No school winning first prize shall compete again until after the lapse of three years No school winning second prize shall compete until after the lapse of three years, and no school winning third prize shall compete until after the lapse of one year.

The Secretary of the Central Board of Examiners submitted an application from Mr. C. S. Halliday for the marks taken by his pupils at the last examination, for which he offered to pay the cost of copying.

The Committee decided that since this is not a school examination, the practice of the Central Board should be continued as follows:—Those who fail to get a diploma shall receive their marks without payment of fee and without applying for them, but in no case shall marks be given to any one other than the candidate concerned.

After the reading of the rough minutes the meeting adjourned to meet on the last Friday in November, or earlier, on the call of the Chairman.

G. W. PARMELEE,
Secretary.

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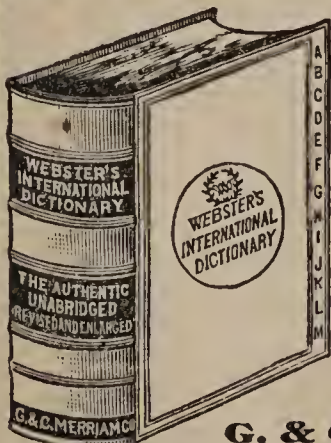
It is easy to ascertain the pronunciation. The pronunciation is indicated by the ordinary diacritical marks used in the schoolbooks.

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THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC.

No. 12.

DECEMBER, 1896.

VOL. XVI.

Articles : Original and Selected.

THE SOCIAL STATUS OF TEACHERS.*

Few subjects are of greater importance to our comfort in our daily life than the one upon which it is proposed to address you briefly, *i. e.* the Social Status of Teachers. Nor is it a subject important to teachers only ; for it concerns the whole people.

Smiles says : “ The truest bits of opinion sown in the minds of children in private life issue forth to the world and become its public opinion ; for nations are gathered out of nurseries, and they, who hold the leading string of children, may even *exercise greater power* than those who wield the reins of government. The child’s character is the nucleus of the man. All after education is but superposition ; the form of the crystal remains unchanged. Those impulses to conduct which last the longest and are rooted the deepest always have their origin near our birth. It is then that the germs of virtues and vices, of feelings and sentiments are implanted which determine the character for life. ”

No one who has carefully read Drummond’s “ Changed Life, ” can fail to see that the children who are to form the future public are miniature copies of their present teachers, and that it is particularly important that a wise oversight of

*An address given before the Montreal Teachers’ Association, by the President, Miss E. Binmore, M.A.

the appointment of teachers should be an inalienable right of the public. Then, when every care has been taken to choose wisely, it is the duty of the public to accord to the teacher every recognition which superior merit should command. The people cannot too carefully make the choice of their teachers ; but, having chosen them, reason demands that they should ratify and endorse their action by giving teachers every honour.

This seems axiomatic, but society seldom acts upon the conviction of its truth. I do not mean that it is either possible or necessary for teachers to plunge into a round of gaieties. This is as undesirable as it is beyond their means. But the aristocracy of intellect should welcome within its circle all properly qualified teachers.

We may consider the question from three different aspects : what the social position of a teacher actually is ; what it should be ; and how to attain an ideal position.

The social status of teachers varies with country and sex. In Russia, it seems to be all it should not be. (*Vide* Smith, Report of Com. Education, published June, 1895, at page 226.) The whole article is well worth reading, as Russia has the most expensive and least efficacious system in Europe. It proves the ancient proverb : " Give your son a slave as a teacher and have two." Canada can have no desire to imitate Russia's school system.

Dr. Peterson, of McGill University, told us, at Sherbrooke, that in England ladies do not take positions in the public schools. In the United States, teaching therein becomes the life work of many a citizen's daughter ; and teachers do not in any sense lose caste, but are a very influential body. In fact, they seem to form an aristocracy of mind, acknowledged even by the plutocracy. Indeed, it is a widely held opinion that the only reason, or at least the chief reason, why Levi P. Morton failed to obtain nomination as Republican candidate for President, was that he offended the teachers of New York city, by interfering in their method of appointing teachers in the public schools.

In Canada, and especially in Montreal, to which I shall chiefly confine my remarks, a middle course is followed. Teachers in colleges and normal schools may receive recognition, but the great body of teachers is socially more or less ignored. Yet the college lecturer is useful only as an educationist when he applies the same principles which

are followed in the public schools, and he depends for pupils on the proficiency of these same schools.

People generally may have accorded some scant recognition to male teachers. But when the attention is turned to the public's valuation of the mass of its teachers, the women, who form the majority of that profession, we must accuse the public of very grave injustice.

In a certain sense the misfortune of teachers has seemed to the advantage of the public. The remuneration offered to men has been sufficient to retain enthusiasts for life, while it has never sufficed to entice into the profession those who are not dominated by a love of the work. To this is due the large number of able men teachers whom we are proud to include within our body. This is the fact, *par excellence*, which has enabled men teachers to attain a position so honourable among us.

But when we observe the work done by many, many women teachers with whom we are personally acquainted, we cannot fail to observe their grasp of their work, their noble use of their influence and power over their pupils. Yet we accord to them only such a position as would befit Shenstone's school-mistress or Goldsmith's scarcely more-to-be-venerated village teacher. It seems as though we thought them a necessary evil, to be discarded and cast aside at the earliest opportunity.

The reasons for this lie in two general subdivisions, external and internal. There is, to begin with, a certain amount of Anglo-Saxon prejudice in our minds against women being found anywhere but in the home. Friends who have lived both in English and Canadian homes tell me that there is a good deal of friction in the so-called "happy homes of England." Several women in one household fritter away time and talents and temper in petty occupations which need only occupy one,—the remainder of the time too frequently being spent in gossip, jealousies and useless fancy work, while the whole family live in straightened circumstances. The wasted time might profitably be spent in useful employment, adding thereby to the general sum of human happiness. How they must envy us who, in similar cases, would relieve the overburdened males of the family, and win personal independence, making it possible for the whole family to live in comparative affluence.

Granted even that home be the best place for women, the surplus, which even in times of peace exists undoubtedly (see *Pall Mall Magazine* for September and October), might well be employed in the nearest possible approach to the home, viz., the school-room.

Moreover, reverently be it said, every talent is given to us to occupy, not to hide in a napkin.

There is no disgrace in work well done. The only cause of shame is that it is not done in the best way possible to us. The attitude taken by the public therein should simply be to see that they sufficiently remunerate us to enable us to fit ourselves to do our work in the best way. There should not only be sufficient to repay original outlay, but to render it possible for us to keep up with contemporary thought.

But the second reason is far more forcible. That is the attitude we ourselves take towards our profession. We often act as though we were ashamed of being teachers. I have known a teacher to start daily by a different route, and at a different time, lest she should be recognized as a teacher, by people with whom she was not even acquainted. Just think of the absurdity of the feeling. Ashamed of being rulers of the world, moulders of the destiny of a beloved country, guides and friends to the only class in which can be originated the germs of noble and unselfish lives! The world accepts us largely at our own valuation, and if we show it that we despise our lofty profession and magnificent opportunities, is it wonderful that it should despise us?

Sometimes we allow petty jealousies of each other to blind our natural justice. We allow no one's method to be good which is not identical with our own. There is no cruelty greater than a sneer, nothing which so blights reputation, hampers good work and destroys transcendental zeal. We practically say: "Let sink the drowning if he will not be saved by the plank held out by me." Yet, how hard we feel towards the public which fails to recognize our merit.

We owe it to our professional etiquette and to our very existence, to say nothing of our advancement, to uphold each other's hands; to stand together remembering the story of the bundle of twigs. My purpose or yours can be frustrated, but the purpose of this whole body cannot be. A

solid minority even can always obtain its will. Let us take a leaf from the book of others and be wise. Just as doctors and lawyers refuse to underbid or underrate each other, let us say only good of each other. By a like course even women have won their point against apparently overwhelming odds. Is not this the case with domestic servants of the present day? A friend said not long ago that it was easier and cheaper to get a man for waiting on the door and doing odd jobs than a housemaid.

In the next place let us give honour to whom, and to what, honour is due. Let us never feel any shame of our profession. It is by far the most influential in the whole world. Let us blush only when we have not done everything in our power to fit ourselves for carrying it out. If we are ashamed of teaching, we are useless in that position, and it is high time conscience forced us into some other employment. Labour is not a curse but a blessing, and if that man is a public benefactor who causes two blades of grass to grow where one grew, much more is a teacher who causes a thought or virtue to grow in fifty young minds or hearts.

What should the teacher's position be? Drummond proves that each man's face mirrors indelibly his environment from birth. If a child receive his teacher's impress from him and also, by reflection, from his classmates, we see why he is so decidedly an imitator of that teacher. Moreover he is at an age when authority is incontrovertible. Then it is impossible to be too careful in the choice of authority.

Now how can the choice be most effective? It is imperative that training of a very special character should be demanded from every one engaged in teaching. It is an occupation not to be lightly entered upon, and to be rigidly guarded from incompetency. Remember the strength of a chain is that of its weakest link, and one poor teacher can do more harm to the cause of sound education, than can be undone by many good ones. We must keep ourselves a close corporation.

Having entered the profession, we cannot sit idly down. Education, science, knowledge are advancing and widening. We must keep abreast of the times. I can imagine no more really economical device than that of most American cities. There, a holiday of a year is given every seventh or

ninth year, with salary, and a stipulation that it shall be spent in study and travels. This is given to those who have made teaching a life-work, not to the new and untried. It also ensures the combination of wide experience with ability and living system.

Another matter is the scale of salaries. As has already been hinted, the position of teachers across the line is in many ways enviable. Perhaps to women, in no way is it so enviable as in the matter of salary. Do you realize (see Report of Com. Education, 1895) that the difference in the average salary paid to men and women there, is only \$8.24 monthly. A corresponding difference here would materially raise our scale of salaries for women. Another circumstance, which calls for a change, and to which to no inconsiderable extent, our lack of recognition is due, is the apathy and ignorance of college teachers and professors. These forget that many of themselves were once common school teachers, and almost seem to feel themselves of another sort of flesh from us. Such narrow-mindedness is very foolish. We all profess to desire an aristocracy of intelligence, and where shall we seek for its members if not among professional people. We must not forget that a teacher, worthy of the name, is one who has devoted years to preliminary preparation. In the normal school he has come into contact with the best minds of the country. It is unfortunate, that though affiliated with McGill, our Normal School is not constituted a faculty thereof. Not that it would thereby do better work ; but that the people might recognize the high character of the work it now does. Wherever a university graduate may be received, there, also, should a trained teacher find a welcome.

But we must in some way arouse the public generally from its apathy—an unconscious compliment to the way in which, on the whole, we fulfil our duties. The public is ignorant not only concerning what salaries we actually receive ; but also concerning the subject of teaching generally. The Normal School is scarcely known as it should be outside those whom it supplies with teachers and who prepare pupils to enter it. What millionaire ever thought of endowing it as has been done in the case of each faculty of McGill University ! Yet how infinitely more important to the public generally is the work of that institution than that of any faculty. The whole generation passes under its

sway, and by its lessons are moulded its temporal and eternal life. Even if we consider the influence of medicine to be equally wide, its influence is over our physical welfare. Colleges are important to a small community only ; but people forget that if the foundation be not well laid, the best structure is useless.

One reason that teachers are not better paid is that the majority of them are women. In most cases the ameliorations, which have lately fallen to the lot of women in other callings, have originated in stipulations made by trades-unions, unconditioned as to sex, and women have received as part of the general body advantages won by men's legislation. The lack of sufficient remuneration will always directly and indirectly affect the status of teachers. If we consider whom we sometimes include under that name, we scarcely wonder people misjudge us. The remuneration is insufficient to induce any but enthusiasts to make it a life work. No position of any importance therein is open to women, though in other countries they can fill and have successfully filled the highest positions. If you take away every possibility of advance beyond mediocrity you lose a powerful incentive to advance and enthusiasm. As every American boy may hope some day to be president of the United States, so should every woman see a possibility of standing some day first in her profession.

The men engaged in the profession have not enough at stake to insist on a general rise in the scale of salaries, regardless of sex. From among ourselves no effectual champion has as yet arisen. Since we do the bulk of the actual teaching and discipline, we should receive a larger share of remuneration, and there would be scope for every one's ambition.

How shall an ideal position be obtained ? First, let us privately and publicly, as we have opportunity, bring our cause before our fellow-citizens. We all have influence ; let us exercise it for the general benefit. If we persuade people to look into the matter, we have gained much. Every one has, implanted within him, a desire to better his day and generation ; if we can show them that our cause is that of education, our rights will speedily be conceded.

But, as was said before, the whole matter is largely in our hands. We are creating the public which will judge us. The teachers are the most influential body in the country.

They mould the character of the age that follows and therefore the destiny of the country. This should far outweigh any personal, pecuniary advantage. If we cannot make the future all we wish it, we can do much towards accomplishing this. Browning says : " Ah, but a man's aim should exceed his grasp or what's a Heaven for ? "

We see those entrusted to us advance daily in self-control and manliness ; battle nobly with failings and overcome them while their minds unfold and expand. A teacher who does so, if she fails to obtain pecuniary advantage, at least can feel " to live in hearts we leave behind us, is not to die. "

Filled with such an ideal, each day's work would be done in the best way possible by us. The widest range of subjects, the greatest varieties of incidental or collateral knowledge is necessary to make even a simple lesson what it should be.

Every effort must be made to keep up with the advance of the times by reading and, where possible, by contact with the best minds of our city and day. We may not have every seventh or ninth year to travel, but in this city we have many special opportunities for self-improvement. Surely we do and will take advantage of them. Not only will we strive to keep up ourselves in touch with modern thought ; but we will zealously *guard the honour* of our profession and struggle strenuously against allowing incompetent, untrained teachers to teach.

Quebec has the right to insist that at least in public schools no uncertificated teacher shall be employed as long as a certificated one is available. It should be as illegal to accept the oversight of the mind without certificate, as to take charge of the body without a medical diploma. It is as necessary to demand a diploma for teaching as for the practice of medicine. Were all our teachers trained, the only objection to their social recognition would have disappeared. We must keep the teaching profession such that the name of teacher shall, in itself, form a recommendation.

Finally, fellow-teachers, let me appeal to you, and especially to the women among you, to uphold me this year. Let us, by using it, prove that we value our association. It is only by combination that we can make permanent improvement in our position. In a city like Montreal, we should have a strong association, able to speak with no

uncertain voice, and to make itself heard. We have the power to improve the position of the teacher if we would wield it.

Let us rise to our present opportunities and these will be increased many fold. We have talent of every kind among us. There is no reason why membership of this association should not constitute a distinction sought by all. Make the association what it should be, and there is no fear for its success. It should form the quintessence of the intellect of the city.

We can attain this position by keeping three points before us; by honouring our profession, by insisting on only duly qualified members being included therein; and by standing shoulder to shoulder to help one another.

[Miss Binmore had her paper abridged to suit the readers of the RECORD. Although the parts that were cut out were specially applicable to the teachers of Montreal in their relation to the local association, we may be permitted to say that she announced an attractive programme of work for the coming winter. Dr. Robins is to give his paper on Self-Culture, which was crowded out at the recent convention. Mr. Winship, Editor of the *Educational Record*, of Boston, will give an address in January on "Girls"; a debate on some educational topic will be held, and arrangements are in progress for a reading circle. The prospects of a profitable year for the members of the association, under its enthusiastic and progressive president, are bright. May other local associations be as active. Ed. Ed. R.]

Editorial Notes and Comments.

—WHEN this number of the EDUCATIONAL RECORD comes into the hands of our readers, the thoughts of all of us will be turning to the approaching season of peace on earth and good-will to men. At the time when good wishes are the order of the day we would express to all our friends and co-workers in the educational field, our hope that we may, one and all, have a merry Christmas and a happy New Year. We trust that 1897 may have many good things in store for our teachers, not only in their professional careers but also in what concerns their private life and conversation.

—IN giving to the *School Journal*, his “Pedagogical Creed,” Dr. Levi Seeley, author of *The Common School System of Germany* and other educational works, concludes with these words:—“I believe that besides the intellectual and physical side of the child, there is the moral and religious side, also, which must not be neglected, and this moral and religious life in the child can be fully developed only by lessons from the Holy Scriptures. I believe with Rosenkranz that ‘Education must, therefore, first accustom the youth to the idea that, in doing the good, he unites himself with God as with the absolute Person, but that in doing evil he separates himself from Him. The consciousness that through his deed he comes into relation with God himself, affirmatively or negatively, deepens the moral standpoint with its formal obedience to the commands of virtue, to the standpoint of the heart that finds its all-sufficient principle in love.’ As therefore no education is complete without the religious, the state which seeks to make complete men is not doing its whole duty in the public school. I admit that in the working out of this idea in our country there are great dangers and difficulties, especially those which would engender sectarian strife. But these dangers would be reduced to a minimum by teaching only great universally accepted religious (not theological) truths, such as the existence of God, man’s responsibility to Him, etc., as well as great moral lessons founded on the Bible. I might add many articles to my pedagogic creed, but it seems to me that the whole ground is covered by these four statements, namely, *a science of education* which requires professionally trained teachers filled with the true knowledge and spirit of teaching; the child is the centre of pedagogic interest in the school, therefore a psychological study of the individual is necessary; the end of education is character, which gives noblest aim to instruction; and the final purpose to be sought, which is also closely allied to the preceding statement, is to bring the child to a knowledge of God, his duty to Him and to his fellow-man.”

Mr. L. H. Jones, Superintendent of Schools, Cleveland, sums up *his* “Pedagogical Creed” thus: “The end and aim of modern education requires that one become able to think clearly, to aspire nobly, to drudge cheerfully, to sympathize broadly, to decide righteously, and to perform ably; in short to be a good citizen.”

—Do you believe that success is easily attained? Dr. Charles Parkhurst maintains that it is. In the December *Ladies' Home Journal*, he says: "The appearance is that only a comparatively small number of people ever quite realize what an easy thing success would be if only they made effective the means to it which they have already in hand. Differences among people in respect to efficiency are far less an affair of resources than they are a matter of getting those resources trained upon a particular point, and of getting that point so close to the eye and the heart that it shall be able to draw those energies along convergent lines, like a sun-glass that will convert ordinary temperature into heat by contracting solar lines to a focus. It is worth a whole fortune to get well stirred up, to get all the energies of one's being drawn out in warm intensity upon a single object. A good deal of the success of even a man like St. Paul is due to that posture of mind and of life which he expressed when he said, 'This one thing I do.' He was wholly drawn in under the power of a single purpose. He was aglow with that purpose. Everything within him was combustible material, which he laid upon the crackling bonfire of that purpose. Success was, therefore, easy to him."

—FROM time to time the advantages or disadvantages of the system of "honour" courses in our colleges over the so-called "ordinary" courses, form the subject of discussions in the educational journals. Colonel Thomas W. Higginson, in the *Atlantic Monthly* for December, makes the following defence of the "elective system." There is not, says Colonel Higginson, the slightest doubt in my mind, as an extra-collegiate observer, of the vast improvement made by the elective system; and I should like to see it extended yet more widely, so as to annul absolutely all distinction in grade between "academic" and "scientific" courses. The day of universal scholarship, when Plutarch or Bacon could go the round of knowledge and label every item, is as extinct as the saurian epoch. The world is simply too large. The most enthusiastic scholar must forego ten times as many paths as he can pursue, and must resign himself to be a specialist. It is inevitable, but it has obvious disadvantages. The last of the old-fashioned Cambridge scholars of whom one could ask a miscellaneous

question, with prospect of answer, died with the late Professor Torrey. I now know that I can make no enquiry so difficult, but there is probably some man in Cambridge who can answer it; yet it may take a week of investigation to ascertain just who that man is. On the other hand the things which these wise men do not know are constantly surprising, at least to a survivor of the old miscellaneous method. I have had a professor of political economy stop me in the street to ask who Charles Brockden Brown was; and when I suggested to a senior student who was seeking a lecturer for some society that he might ask John Fiske, he replied that he had never heard his name. Now, I knew all about Charles Brockden Brown before I was twelve years old, from Sparks's American Biography, and it was not easy to see how any one could read the newspapers, even three or four years ago, and not be familiar with the name of John Fiske. Yet this specialization extends, in truth, to all classes of the community. A Boston lawyer, the other day, told a friend of mine that, in his opinion, the Harvard professors were less eminent than formerly. My friend replied with truth that the only difference was that they were less likely to be all-round men, known to everybody; but that the teachers of to-day were more likely to be eminent in some particular department, in which they usually knew far more than their predecessors. "There is, for instance," he said: "Professor Farrow, who has an international reputation as an authority in cryptogamic botany." "I never even heard of him," said the lawyer, "nor of cryptogamic botany, either."

—IN connection with the crusades that are made every now and then against examinations as an educational process, it is interesting to note that Professor W. P. Trent, of the University of the South, deprecates their use, at least in so far as the teaching of literature is concerned. He says: The history and theory of literary composition, especially of poetry, should be included in every well-organized curriculum, and any competent teacher can examine on them. But though these studies may chasten the emotions, they do not primarily appeal to or awaken them, and for the purposes of the elementary teacher they are almost useless. Are such teachers, then, to be debarred from making use of those departments of literary study that

admit of being tested by examination? I answer, Yes, so far as their main work is concerned. A small amount of literary history may be required and pupils may be examined on it, and perhaps a tiny amount of criticism, but for the most part school classes in literature should go scot-free from examination.

Current Events.

FROM the last report of the superintendent, it appears that there are in all 8,290 pupils attending the schools under the control of the Montreal Board of School Commissioners. In the schools directly under the control of the Commissioners, there was an enrolment of 7,627 pupils, of which number 1,673 were receiving their education free. The superintendent, in concluding his report, drew attention to the fact that in the last Imperial Competition in Upright Penmanship, a competition which was divided into four classes, in two of these classes, pupils from the Montreal schools had taken first prizes. This competition was of a wide-reaching character, and one in which pupils from more than a score of schools in England and Wales competed.

—WE are glad to hear that the Model School at Clarenceville is having a most successful session. The principal and assistant at the beginning of the year finding the classes too large for effective work, an intermediate department seemed absolutely necessary, and Mr. Fuller applied to the School Commissioners for a teacher for it. Miss Gertrude Chilton was engaged and began her work recently, in a room fitted for the purpose in the upper story of the building. No doubt the change will be to the advantage of the school in many ways and justify the expense incurred if it should not be covered by an increased grant. Miss Chilton should receive the support she deserves from the patrons of the school. In this as well as in many other communities few realize or appreciate the advantages obtained in a school for superior education. The saving to parents in this neighbourhood, in the past as well as the present, could be computed at thousands of dollars. Some of the most successful teachers in the province owe their early training to the Clarenceville Academy, and the work is still going on as successfully perhaps as it ever has.

—THE Hon. G. W. Ross, Minister of Education for Ontario, together with representatives of the other provinces of the Dominion, is engaged in revising the manuscript of the "History of the Dominion of Canada," written by H. W. P. Clement, of Montreal, preparatory to its being published as a text-book for universal use in Canadian schools.

—SANITARY arrangements, in connection with the public schools, are becoming the rule in the various towns and cities of the United States. Patterson, N. J., proposes to take a step in the right direction by introducing soap and towels into the schools for the purpose of having the faces of the pupils washed when that duty is forgotten at home. Before long, it is to be hoped, every school will have a bathing annex.

—THE Commissioners of Public Instruction of Camden, N. J., have lately adopted a rule prohibiting teachers from detaining pupils longer than fifteen minutes after the noon session and thirty minutes after the afternoon session.

—THE trustees of Johns Hopkins University seem to be placed in a dilemma. Women are refused admission to the university except in the school of medicine, where they have exactly the same facilities for study that men have. One would naturally expect that the last department to be opened for women to study with men would be that of medicine. If co-education in the medical school is desirable it ought to be allowed in all departments. The explanation of the matter may be that Miss Garrett has given nearly \$500,000 to the medical school as an inducement to open the doors to women students.—*Exchange*.

—A SYSTEM by which school luncheons are provided for pupils who cannot return home at mid-day, was inaugurated in connection with the English High School, Chicago, two or three years ago. The experiment has met with great success, and the school "restaurant" has now about 300 seats, which, although no pupil is in any way obliged to bring his luncheon to the school, are always filled. Good food and drink is supplied at the lowest possible figure, while pupils whose parents prefer are allowed to bring their own luncheon, which, however, must be eaten in the "restaurant." This system is found to be efficacious in doing away with disorderliness, the boys meeting together at table and eating their luncheon in a mannerly and gentlemanly way.

—THE retirement fund for school teachers in Brooklyn, N. Y., consists of one per cent. deduction from the salaries of all teachers. Teachers at time of retirement must be sixty years old in the case of males, and fifty-five years in the case of females. They shall have had thirty years' experience, of which twenty years shall have been consecutive service in Brooklyn public schools immediately preceding retirement. Teachers, before retirement, are required to pay into the fund twenty per centum of their annual salaries. This may be paid in lump sum. Teachers may be retired on personal application or upon recommendation of the local committee of the school in which they are employed, provided such application or recommendation receives the approval of the Committee on Retirement of Teachers, and the board of education.

—THE collected opinions of more than one hundred leading professors in twenty German universities form an interesting contribution to the literature of higher education for women. Some of the contributors write enthusiastically in favour of throwing university courses open to them, the members of the faculties of psychology and philosophy being unanimous in support of the proposal. Some of the writers are reserved and undecided, and a few are positively averse to providing for women any higher education. As Germany has always been noted for its conservatism on all questions relating to the status of women, these published opinions show that very satisfactory progress has been made.

Practical Hints and Examination Papers.

—THREE THINGS.—In conducting the work of the school, there are three things to be watched lest they become fixed habits. First, *nagging*. In a recent visit to a primary room of youngest children, I was particularly struck with the absence of all nagging by the teacher. A little boy began to hum in an absent-minded way. "Who has to hum?" asked the teacher in a pleasant, half-chiding way. The boy looked up smilingly and *stopped humming*, which was all the teacher was after. Wasn't that better than to say, "Stop humming? If I catch you humming again, I'll punish you." The nerves of both children and teacher are saved and it is a good thing to save nerves and friction

when you can. Again in the same room a girl was playing with her shoe-buttons during a recitation. "Who isn't helping?" asked the same teacher. The little girl was all attention in a moment, and had not been smoothed the wrong way. The absence of nagging in that room was a blessed relief to the visitor, to the children, and to the teacher as well. See how often you can forget to say *Don't* this year.

Heavy, shuffling walking by the children. It is astonishing how much of this shambling motion is permitted in the school-room by teachers who never seem to mind it or know it. Little children, particularly boys, often bring this habit to school in an aggravated form. It is as if the home people had never even noticed it or attempted to correct it. Begin the very first day to correct this heavy, dragging step. Not by saying, "Don't walk that way," but by devising some way to get the light buoyant step. Not a tip-toe—that is almost as bad. Children have to *learn* to handle their legs and feet. They are as much in the way as are hands sometimes.

Thick indistinct enunciation is another of this prominent trio of evils. It is an exception if children speak clearly and distinctly in the school-room. It has been considered "cunning" at home for the babies to talk indistinctly and the teachers have it all to undo. Unteach it *gently*, but correct it as persistently as you would pull weeds out of a garden. Not once, but every day. They will be sure to grow over night. It is just possible that the teachers themselves are not the best examples in this respect. Nothing better to correct this tendency than frequent phonic drill.—*Primary Education*.

—THE CHILDREN'S HABITS.—From an article in a recent number of the *School Journal*, we abstract these suggestive notes on the children's habits.

A habit may be defined as an acquired tendency to do a certain thing in a certain way under certain conditions. The thing done may be either a series of movements or of purely mental acts. The conditions are external, such as the time, place, sights, sounds, and sensations of movement that are acting upon the individual as stimuli to action; or internal, such as the nature of the mental activity just preceding the degree of fatigue and the general emotional and

bodily conditions. Since one of the principal functions of the teacher is to direct the formation of habits, and since imitation is one of the most important factors in habit formation, the following suggestions can be profitably carried out by every teacher. As a preliminary to such observations it would be well for each one to change some habit of pronunciation, language, or manner of his own, noting carefully how much attention is needed to do so, and how often and under what conditions he does the act in the old way :

1. Look for instances of imitation of teacher in voice, language, gesture, expression of face, attitude, ways of doing things, and any mental or moral characteristic.

2. Note similar imitations of classmates or other persons and imitations of what has been read about.

3. Notice whether the imitations are unconscious or intentional and persistent.

4. Give special attention to those that are likely to lead to the formation of good or bad habits of conduct, and to those that are likely to help or hinder progress in the subject studied.

5. Notice for individual pupils whether the tendency to imitation is so strong as to prevent originality, or so weak as to retard the formation of desirable habits.

6. Note whether there are any habits common to the class as a whole, or to nearly all of its members, that interfere with good order and successful work during the recitation.

7. Notice the effect of all efforts of the teacher to change these habits.

8. Note what habits of studying or doing things are being formed by the pupils in each subject studied that will be of advantage or disadvantage to them.

9. Select one or more pupils for special study and note down all the attitudes, movements, phrases, and actions that seem to be characteristic and more or less habitual.

10. Notice especially the habits that are commendable and those that interfere with the pupil's best and most rapid development.

11. Determine the origin of as many of the habits as possible.

12. Notice at what time of the day and under what circumstances the undesirable habits manifest themselves.

13. Note any change in habits that seems to be taking place and especially the effects of the efforts made by the teacher to modify them.

14. Discover if you can whether there is any one trait or habit that is the principal one and at the bottom the cause of all the others.

15. Determine what means should be used to correct bad habits and preserve good ones in the pupils studied.

—PROBLEMS IN MENTAL ARITHMETIC.—The following series of questions may be found useful in the arithmetic class as tests of the pupils' ability in what is called "mental" arithmetic, to distinguish it from arithmetic worked out on slates or paper.

A boy had thirty-seven apples; he gave five to one companion and eight to another; and when he had given some to another he had six left; how many did he give to the last?

A man owed fifty-six dollars; at one time he paid seventeen dollars, at another eight, at another five, at another seven; at last he paid the rest of the debt, wanting four dollars; how much was the last payment?

Six men bought a horse for seventy dollars; the first gave twenty-three dollars, the second fifteen, the third twelve, the fourth nine, the fifth seven; how much did the sixth give?

A man bought a horse for forty-five dollars and paid fifteen dollars for keeping him; he let him enough to receive twenty dollars, and then sold him for forty-three dollars; did he gain or lose by the bargain? and how much?

Two men start from the same place and travel different ways; one travels two miles in an hour; the other travels three miles in an hour; how far apart will they be at the end of one hour? How far at the end of two hours? How far at the end of three hours? How far at the end of four hours?

Two men start from the same place and travel in the same way; one travels at the rate of two miles in an hour; the other four; how far apart will they be in one hour? How far in two hours? How far in four hours?

A man had forty-two dollars, which he paid for wood at seven dollars a cord; how many cords did he buy?

Two boys are forty-eight rods apart, and both running the same way; but the hindmost boy gains upon the other three rods in a minute; in how many minutes will he overtake the foremost boy?

There is a vessel containing sixty-three gallons of wine; it has a pipe which discharges seven gallons in an hour; how many hours will it take to empty the vessel?

There is a vessel containing eighty-seven gallons, and by a pipe ten gallons will run into it in an hour; in how many hours will the vessel be filled?

If one man can do a piece of work in thirty days, in how many days can three men do it? in how many days can five men do it?

If you wish to put sixty-four pounds of butter into eight boxes, how many pounds would you put into each box?

If you had seventy-two pounds of butter, which you wish to put into boxes containing eight pounds each, how many boxes would it take?

—As a supplement to the problems just given, we reproduce here another set of questions in the same subject, taken from another exchange.

A school slate measures 10 inches long by $7\frac{1}{2}$ inches wide, inside the frame. How much writing surface does it contain?

Paper that measures 8 inches by 5 inches is called commercial note paper. How much surface does a sheet of commercial note paper contain?

If it cost \$1 to saw a cord of wood into three pieces, what, at the same rate, will it cost to saw it into four pieces?

Iron rails cost \$1 a foot; what will one mile of railroad track cost?

If half of what I receive for my watch is gain, what is my gain per cent.?

What per cent. of $\frac{1}{6}$ is $\frac{1}{3}$?

If my coffee cup holds $\frac{2}{3}$ of a gill, how many cups in one gallon?

What will one mile of wire cost at three cents a yard?

What will it cost to plaster a room 30 feet long by 20 feet wide by 10 feet high, at 10 cents per square foot, no allowance being made for doors and windows?

What will it cost to paint a front yard fence 60 feet long and 3 feet high at 25 cents per square yard?

—THE DECORATION OF THE SCHOOL-ROOM.—Too long have our school-rooms been bare and uninviting—places where a certain amount of work was to be accomplished, necessary fixtures in an educational scheme, but nevertheless places which were entered dutifully at nine o'clock and quitted with joy and alacrity when the hands of the clock crept round to four. But the dawn of a new era is upon us; for education in its broadest sense is conceived to mean the training of the mind to see, to think and to act; to the development of power, and not to the slavish working out of tasks. It means the bringing of broadening influences to bear upon the mind, and the development of a true culture which shall lead to wise, right living, and the attainment of a more beautiful public life. This means a spiritual and not a material development, a growth of the soul, upward and outward, a growth which must of necessity be fostered and influenced by the contemplation of the productions of great thinkers and workers of all time. This is the reason for the introduction of the study of literature based upon the masterpieces of the great authors; and this, if we are consistent in our theory, is the reason for the introduction of art education with its all uplifting influences, for wider appreciation of the artistic monuments of all the ages.

If we are to look to a greater appreciation of art productions and a more refined public taste in the citizen of the future, we must lay the foundation for that mental development in the public schools of to-day. We must surround the child, at least while in school, with walls which are clean and pleasantly tinted, and hung with appropriate art reproductions in photography or engraving. Blackboards should be shielded with pleasing but inexpensive drapery curtains, suspended from shelf-like mouldings whereon are placed casts and simple effects in pottery, to cultivate a love of form. Good reproductions in colour, to develop a sense now so conspicuously lacking in our American life, should not be forgotten; and plants and sunshine should be allowed to do their best to satisfy the innate longings for outdoor life, so characteristic of the child. The true object of the existence of pictures and the other decorations in the schoolroom is to help educate pupils therein. Primarily, the character of the decorations must be in harmony with the mental development of the child; and if they are

to serve their broadest purpose they must be so selected that they will not only act as incentives and inspiration in the study of history, geography, or literature, but will also breathe a constant, subtle influence toward art education. That scheme of decoration, which shall embrace all these desirable features is one which will require much experience and elaboration to prepare with success. Indeed, it may be questioned whether any one person has the broad insight to arrange it with absolute wisdom. The cities that have made the greatest progress in this matter are those which have been fortunate in placing their funds in the hands of broad-minded committees, composed of educators of so varied a training that the historic, literary, musical, and geographical element, as well as the decorative side, received due representation.—*Public Opinion*.

—THE following suggestions on extemporaneous speaking, by Dr. Edward Everett Hale, may be of interest to those of our readers who wish to be ready for all emergencies, even that of being called upon to make a few remarks in public :

1. Think over what you have to say, and put your thoughts into words, either in writing or in speaking aloud to an imaginary person.

2. Say nothing about yourself, least of all in the introduction.

3. Arrange your points in order.

4. Stick to the order you have laid down.

5. Divide your time among your points according to their importance.

6. Keep exactly to the amount of time you have previously arranged for each point.

7. Stop when you are through.

Books Received and Reviewed.

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

The Christmas number of the *Ladies' Home Journal* surpasses in general excellence and attractiveness any previous issue of that magazine. On the first page is appropriately given Charles Dana Gibson's characteristic drawing of Dickens' "Scrooge." Rosa Bonheur contributes a most interesting autobiography illustrated with photographs and

drawings. All the usual departments are, as usual, well filled, and it is announced that one or two new ones are to be added at the beginning of the new year.

The Christmas *Canadian Magazine* is a splendid holiday number of our National Magazine. Among the contributors are Joseph Pope and John Charlton, M.P., Frederick George Scott, W. D. Lighthall, Jean Blewett and many others whose names are known to Canadian readers. Gordon Waldron's criticism of Canadian poetry will be read with interest.

The *Hesperian* for November-January is fully as good as its predecessors. In the Literary Wayside, some sharp raps are given by the editor to "existing things" in the literary world of the day. Mr. de Menil should seriously consider the advisability of converting his bright quarterly into a monthly. The *Hesperian* is published at St. Louis, U. S. A.

The Montreal *Witness* is a much congratulated paper. This being its jubilee year, it has been printing ever since last December a weekly page of the reminiscences of its early readers who still survive, many of which have been of fascinating interest, and all of which have been full of eager and hearty good will for the paper which has been to the writers a life long counsellor and family friend. These kindly expressions of appreciation, from those who have had every opportunity of judging the journal in all the phases of its career, must be very gratifying to the publishers of the *Witness*.

The *Atlantic Monthly*, for December, is in every respect a first-class magazine number. The literary flavour of the contents is, as might be expected, of the best. A prominent feature is the first instalment of a dramatic novel, "The Juggler," by Charles Egbert Craddock.

CAMPS, QUARTERS AND CASUAL PLACES, by Archibald Forbes, LL.D., and published by Messrs. Macmillan and Company, London. This, one of the latest issues of *Macmillan's Colonial Library*, kindly sent to us by the Copp, Clark Company, of Toronto, is a delightful collection of sketches by the famous war correspondent. "My Native Salmon River" is a charming description of the Spey, while "How 'I Saved France,'" is a clever conception. This is a book that will afford a wholesome pleasure to all who read it.

Another issue of the same library is *A Sketch of the Natural History of Australia*, by Frederick G. Aflalo. These complete and well-arranged notes on the zoology of the Australian colonies are well illustrated and are accompanied by what the author styles "some notes in sport"

MASTER ARDICK, BUCCANEER, by F. H. Costello, and published by the Copp, Clark Company, Toronto, is a well-told story, the scene of which is laid in the time of the notorious Captain Henry Morgan. A description is given in the course of the narrative of the sacking of Panama in 1671, by the buccaneer forces of Morgan. The quaint diction of the end of the seventeenth century is gracefully used by the presumed *raconteur*, Master Ardick. This tale is one that may be safely placed in the hands of all.

OUR thanks are due to Messrs. The Copp, Clark Company, of Toronto, for a copy of the *Canadian Almanac* for 1897. This is the fiftieth year of publication of this useful compendium of general information on questions relating to commerce, statistics, education and finance, and, in fact, all matters of interest to the Canadian public. The almanac, which, by the way, contains a comprehensive study of the forms of government throughout the world, by Dr. J. G. Bourinot, will be found invaluable in office and library.

Official Department.

We regret that the minutes of the last meeting of the Protestant Committee cannot appear in this number of the RECORD. The matter of greatest importance, however, was the adoption of a report of the sub-committee on professional training, of which the following is an extract:

"Your sub-committee recommends:

1 That after September 1st, 1897, professional training be required for every grade of diploma, and that henceforth all diplomas for Protestant schools shall be granted only by the Normal School or the Protestant Committee of the Council of Public Instruction.

2. (a) That presentation of a certificate showing that a candidate has passed grade II. Academy, or (b) presentation of an elementary diploma, granted not later than 1897, shall admit to the elementary school class of the Normal School.

(c) That the Principal of the Normal School be authorized to hold equivalent examinations in exceptional cases.

3. (a) That students who have completed four months' training in the Normal School, and have passed satisfactory examinations in professional work, be given a Normal School elementary diploma.

(b) That students who have completed at least nine months' training in the Normal School, and have passed satisfactory examinations, be given an "Advanced" Normal School diploma.

4. (a) That all candidates who show that they have passed the A.A. examination and have a sufficient knowledge of oral French, and

(b) All who are holders of elementary diplomas, granted not later than 1897, and who pass a satisfactory examination in Algebra, Geometry and French (c) all holders of elementary diplomas, granted subsequent to the enforcement of these regulations; and (d) all holders of model school diplomas shall be admitted to the model school class.

5. That academy diplomas be granted to graduates in Arts of any British or Canadian university who have fulfilled the conditions imposed by regulation 58, provided that they have also taken a regular course in the art of teaching at McGill Normal School, or other training institution approved by the Protestant Committee."

FROM THE NUMBER of enquiries that have come to us there seems to be a feeling of unrest and uncertainty amongst those who already hold diplomas without professional training. They fear, or some of them do, that after years of successful experience they may be deprived of their rights to teach unless they now take a course in the normal school. They forget that laws are made for the future, not for the past. Their diplomas will remain subject to the laws and regulations that were in force when those diplomas were granted. Of course, holders of the Central Board diplomas will find themselves more in competition with professionally trained teachers than before, but their rights of engagement remain.

ALTHOUGH ATTENTION has been drawn, through the RECORD, to the question of diplomas for *superior schools*, it is well to repeat (a) that first class diplomas are required for all teachers who have charge of a department in such schools; but teachers who hold second class diplomas, granted before 1896, are not affected by this fact until after

the lapse of the time necessary to take out a first class diploma under regulations 37 or 56.

(b) Second class elementary diplomas are valid without limitation in ordinary elementary schools. In 1884, 1885 and 1886, second class elementary diplomas were valid for one year only, and were so marked.

(c) For superior schools, a second class diploma, dated 1896 or 1897, qualifies the holder to teach therein only as an assistant, or in charge of a department of a grade lower than his diploma.

(d) In ordinary elementary schools, the second class diploma of 1896 or 1897 has the same value as those of an earlier date.

(e) All normal school diplomas are regarded as first class, unless otherwise stated thereon.

WE REGRET that owing to the accident of an uncorrected copy being sent to the printer, last month, several errors appeared in the printed minutes of the September meeting of the Protestant Committee. The following errors should be noted:—

On page 311, read, "Prizes for School Grounds, \$175," instead of "225"; and, on page 312, add to Academy list, Quebec Girls' High School, \$200. In both cases, correct the totals accordingly. On page 320, read: "No school winning second prize shall compete until after the lapse of *two years*," instead of "*three years*."

NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, by order in council dated the 29th of September last (1896), to detach lot No. 14, of the first range east of the township of Malbaie (Gaspé), to form the school municipality of "Grande Anse," county of Gaspé, and to modify, accordingly, the order in council of the 30th of June last, 1896.

30th September.—To appoint Mr Louis Dufresne, school commissioner for the municipality of Bulstrode, county of Arthabaska, to replace Mr. Evangéliste Syrenne, absent.

12th October.—To appoint the Rev. Father Joseph Edouard Désy, S. J., school commissioner for the municipality of Saint Grégoire le Thaumaturge, county of Hochelaga, to replace the Rev. P. Edouard Rottot, who has left the municipality.

To appoint Mr. Wm. Jacques, of the Banlieu of Quebec, school trustee of the dissentient municipality of the "Banlieu of Quebec," county of Quebec, to replace Mr. E. C. Barrow.

22nd October.—To detach from the school municipality of Charlesbourg, county of Quebec, the following cadastral lots of the parish of Charlesbourg, to wit: 727, 728, 728A, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 740A, 741, 742, 742A, 743. Also Nos. 700 and 704, of the "village of Auvergne," and annex them, for school purposes, to the municipality of Beauport, parish, in the same county.

To appoint the Rev. Father Joseph Cottet, and Messrs. Joseph Anthime Lalonde, Vital Martineau, Xénophon Charbonneau and Allyre Charlebois, school commissioners for the new municipality of "Township Loranger," county of Ottawa.

To detach from the municipality of Saint Justin, Maskinongé, the lots of the cadastre of the said parish, from and including No. 449 to No. 462, inclusively, and annex them, for school purposes, to the municipality of Maskinongé.

To detach from the school municipality of Templeton West, county of Ottawa, lot No. 15, of the 1st and 2nd ranges of the township of Templeton; No 15 and the north half of No. 16, of the third range; Nos. 15 and 16, of ranges 4, 5, 6, 7 and 8, and lots Nos. 15, 16 and 17, of ranges 9, 10, 11, 12 and 13, of the said township of Templeton, and to annex them to the school municipality of Templeton East, county of Ottawa.

28th October.—To detach from the school municipality of Halifax South, county of Megantic, the seven first lots of the first range of the township of Ireland (Megantic), and to annex them, for school purposes, to the municipality of "Wolfestown," county of Wolfe.

The foregoing annexations to take effect on the 1st of July next (1897).

To make the following appointments, to wit:

School Commissioners.

Lake Saint John, Roberval:—Mr. Pierre d'Auteuil, district magistrate, to replace Mr. Michel Guay.

Ottawa, La Nativité:—Messrs Calixte Campeau and Pierre Nantel, the former to replace Mr. François David, and the latter, Mr. François Valiquet.

2nd November.—To appoint Mr. J. E. Genest-Labarre, of Victoriaville, in the county of Arthabaska, school inspector for the counties of Sherbrooke, Richmond and Wolfe, to replace Mr. Th. Stenson, resigned.

11th November.—To make the following appointments, to wit :

County of Compton, village of Megantic:—The Reverend J. E. Choquette, school commissioner, to replace the Reverend J. B. A. Cousineau, deceased.

County of Brome, Eastman :—Mr. Thomas G. Armstrong, school trustee, to replace Mr. L. L. Spinney.

County of Quebec, Saint Sauveur :—Mr. W. S. Semple, school trustee, continued in office.

His Honor the Lieutenant-Governor has been pleased, by order in council, to declare that whereas the dissentient trustees of the municipality of Wickham West, in the county of Drummond, have allowed a year to elapse without having any school, either in their own municipality, or jointly with other trustees in an adjoining municipality, and have not put the school law into execution, and do not take any steps to obtain schools, that the corporation of the trustees of the dissentient schools for the said municipality of Wickham West, in the said county of Drummond, be dissolved, and it is hereby dissolved, the whole pursuant to the statute in such case made and provided.

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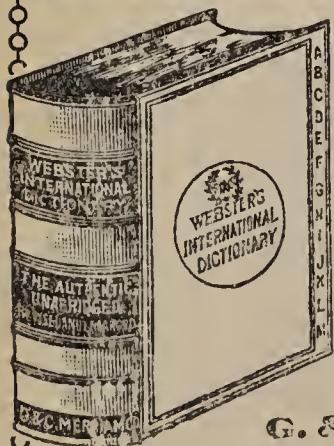
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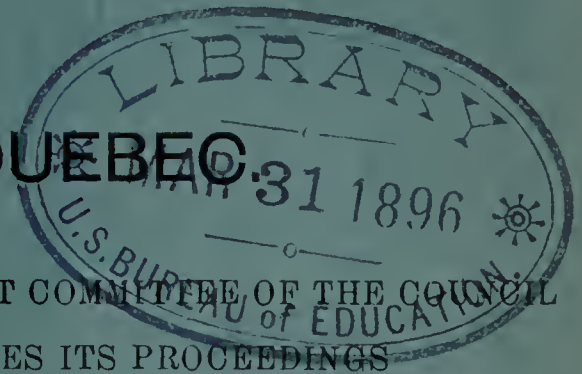
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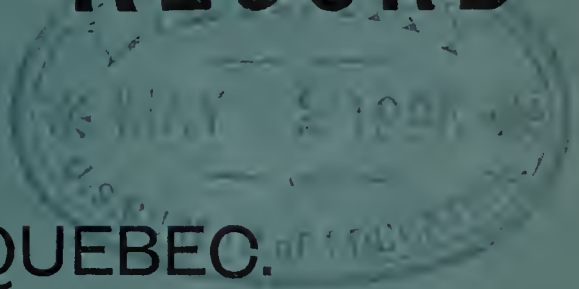
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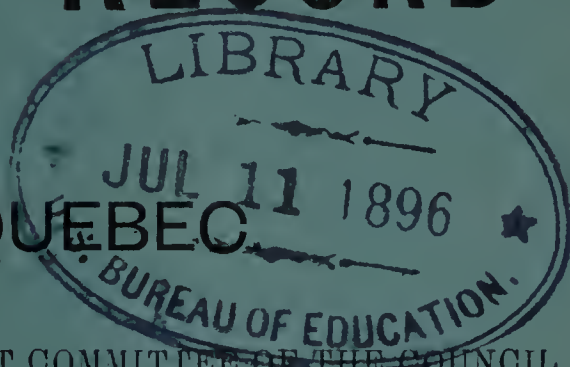
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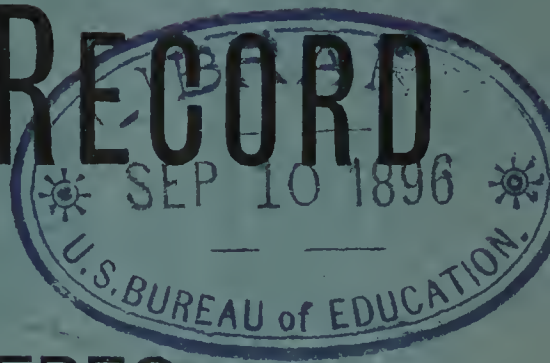
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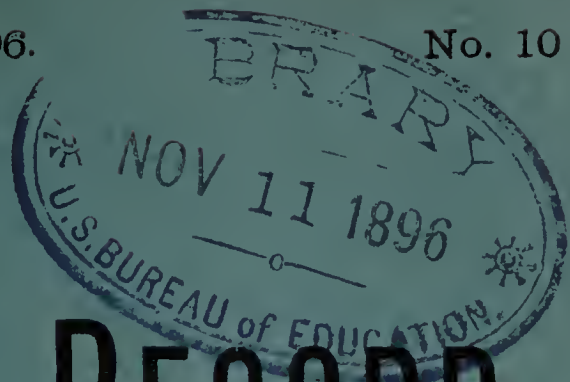
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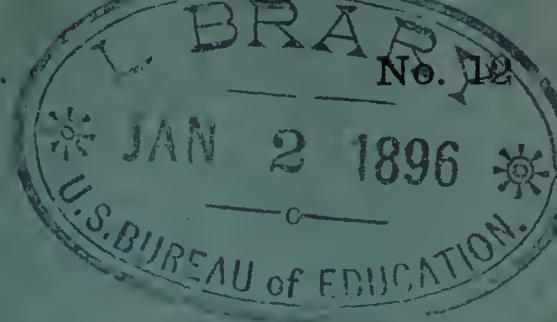
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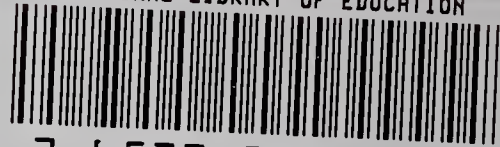
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