

2. Darning, plain and Swiss, and grafting on stocking-web material.
3. Patching and darning on woven fabrics, e.g., calico, flannel, serge, &c.
4. Knitting. 4 needles, a long stocking with heel thickened.
5. Cutting out any under-garment suitable for making up in Standard IV.

The work printed in *italics* is optional.

—The article on History in the current series of the *Encyclopedia Britannica*, though an obviously incomplete treatment of the subject, nevertheless embodies much clear and valuable thought. The distinctions between history and tradition, history and myth, history and the simple record of facts and dates, are lucidly pointed out. Civilization alone provides the proper subject matter of history. In his state of primitive savagery, man takes no note of his social relations, and spends but little labor in recording the seemingly disconnected events which make up the life of successive generations. The stagnant existence of some semi-civilized people provides conditions scarcely more favorable for the development of genuine history. There is sequence of time and succession of generations, but little or no social evolution and progress. Events stand to one another in the relation of dull monotonous similitude. The spirit of history is wanting in "the vast and vacant annals" of India, China, and Egypt. True history does not date further back than the historical books of the Old Testament. The Greek records overlap the Jewish, while the Roman follow in close succession. For long ages civilization and history dwelt exclusively on the shores of the Mediterranean sea. The distinction between the standard types of ancient and modern historical composition is admirably portrayed. The former is at once uncritical and artistic. Imagination and passion play quite as conspicuous parts as research and reason. But in some of the early, though not the earliest of the Greek and Roman historians, such as Thucydides and Tacitus, without any sacrifice of artistic form and coloring, a more philosophical style of writing and treatment was introduced. These great writers represent the standard of history which remained unaltered almost to our own day. Careless as regards research "its aim was perfection of literary form, weight and dignity of language, depth of moral and sagacity of political reflection." While the Greeks were the inventors of this species of history, displaying therein the same delicate appreciation of beauty and artistic symmetry as are revealed in their sculpture, their painting and their poetry, they excelled their Roman imitators far less as historians than as sculptors, painters and poets. The author, (Dr. Morrison), acutely accounts for this fact by the robust national life, the loftier and more vigorous patriotism which characterized Rome. The genesis of the new or sociological type of history is elaborately traced. Its qualities are almost the precise opposites of those which distinguish the type superseded. Patience and minuteness of research are its crowning features. Some of the essayist's conclusions are too sweeping. He regards Gibbon as the only historical writer anterior in date to the end of the 18th century, whose work has not been superseded by the superior insight and research of subsequent historians. Our readers however would do well to read this instructive essay for themselves and form their own conclusions.

Canadian teachers should be thankful that their lot is not quite so bad as that of their co-workers in some other lands. The following advertisement was recently inserted in an English paper:—"Mistress; Gardener; Choir. Wanted, at Michaelmas, certificated Mistress, for Mixed School. Must be thorough Churchwoman, good disciplinarian, and successful Teacher. Sunday-school. Good house (mainly furnished), and garden. Salary £40, and half grant, which this year is £22 14s., but might be much increased. *Husband as Gardener, &c., and sing in choir. Wages about 12s. a-week. Address, Vicar.*"

—It has so far been reserved for a Boston author, Mr. Francis Parkman, and a Boston firm, Messrs. Little, Brown & Co., to write and publish the most exhaustive and scholarly works relating to the discovery and early history of Canada. We refer our readers to the advertisement of Little, Brown & Co. in this number of the JOURNAL. In addition to Mr. Parkman's works, they publish some exceedingly valuable books for teachers. We think those by Mr. Bartlett to be of special interest and importance.

Official Department.

PROVINCIAL AND COUNTY SCHOOLS.

TEACHING OF HYGIENE IN PROVINCIAL NORMAL SCHOOLS.—FURTHER REGULATIONS RE COUNTY MODEL SCHOOLS.

The Department of Education, upon consideration of reports of the Honorable the Minister of Education, have ordered that the following regulations with reference to the teaching of Hygiene in the Provincial Normal Schools, and further regulations in regard to County Model Schools be adopted.

NORMAL SCHOOLS.

Instruction in the teaching of Hygiene in the Provincial Normal Schools.

In instruction in hygiene in each of the Normal Schools, there shall be included teaching lessons on temperance, the teacher using such books, amongst others, as the "Temperance Lesson Books," by Benjamin Wood Richardson, M.D., and "The Temperance Cyclopaedia," by the Rev. William Reid, and also instructing in the chemistry applicable to this subject.

COUNTY MODEL SCHOOLS.

Further Regulations.

The conditions required by the regulations, being Chapter 6 of the Compendium, as now amended, will be strictly enforced, and must be fully complied with on and after the seventh day of July next, and especially in reference to the prescribed qualifications of the Head Master and two Assistants.

2. Instead of two terms of two months each in the academic year, there shall be two terms of three months each; the first shall begin on the morning of the first Tuesday in the month of September in each year, and shall end on the afternoon of the first Friday in the month of December. The second term shall begin on the morning of the second Tuesday in the month of January, and shall end on the afternoon of the second Friday in the month of April.

3. The teachers-in-training shall employ their time during the session of the Model School according to a time-table, to be drawn up by the Principal. In this time-table provision shall be made, not only for formal instruction in education and other subjects during at least two hours per diem, but also for the employment of teachers-in-training for at least three additional hours daily in observing and practising teaching. About one hour per diem should be devoted to giving instruction in school organization, government, and methods of teaching. It is recommended that about eighteen