

FIRST-CLASS CERTIFICATES.

Grade A.—J. F. A. Stull, Portage la Prairie; Walter Sharpe, Pilot Mound; Noah Hewitt, Winnipeg.

Grade B.—Thomas B. Scott, Morris; Miss E. M. Atwood, Winnipeg; Miss M. A. Mabce, Winnipeg; Victor Latimer, Winnipeg; Edward E. Best, Gladstone; Miss E. Williamson, Sunnyside; Francis J. Bamford, Winnipeg; Miss M. Harcourt, Poplar Point; Miss M. Hargrave, Winnipeg; Sydney Erskine, Winnipeg; Miss Mgt. Inglis, Winnipeg; Miss Emily Kerr, Winnipeg; Frances F. Kerr, Winnipeg; Miss Alice Christie, Winnipeg.

SECOND-CLASS CERTIFICATES.

Grade A.—Sara Lang, Isabel McVettie, John Taylor, W. J. Bodkin, Thos. Young, James McIntyre, W. J. French, J. H. Innis, John R. Steep.

Grade B.—Annie Jaffray, C. H. Newcombe, Ellen Parsons, Wm. Somersall, Jessie McDiarmid, D. McLeary, Janet D. Todd, Tilla Zinkan, Joseph Bushby, W. H. Cartmel, W. Montgomery, Rebekah Barnes, M. A. McFadden, W. T. Kinney, S. A. Sutherland, Edward Coade, W. Axford, J. Douglas, Joseph Machesnay, Lizzie Scott, D. D. McGinnis, Hugh McCulloch, F. A. Collins, Emily Plummerfelt, Cassie Barnes, Thos. Logan, Geo. Collins, Annie McLeod, Ida Ferguson, Arch. Fowler, Geo. Heslop, (equal), Bella Merritt, Mary Christie, Lizzie Kennedy, Dorothy Currie, Bella Mabce, Miles A. Egerton, Lily Adair, F. Steede, Wm. F. Earle, Louise James.

THIRD-CLASS CERTIFICATES

Awarded on 2nd class examination:—Christina Durno, Theo. Finn, C. Garrett, M. McMillen, M. McPhair, John Young.

Grade A.—W. B. Cumming, Olive M. Gwillim, Edward Livingstone, Janet White, Wm. Babbington, Hugh McCullough, K. G. Gwillim, M. Setter, Lillian Aitchinson, Lizzie Riley, Thomas O. Webster, F. Chapman.

Grade B.—Carrie Wiand, J. Dulmage, Edgar Pyo, Lizzie Nesbitt, George Harris, A. Findlay, J. McDonald, A. Campbell, M. Blythe, L. J. Stacpoole, F. Shultz, John Powers, T. Babington, Maggie Dickie, A. MacLean, Isabel Patterson, Jno. Bryson, J. Casselman, Margaret Robb, M. Babington, John Clinton, John MacIsaac, D. D. McKay, L. Sparrow, Jennie Gunn, E. P. Wells, Annie Edwards, W. G. Wilson, R. D. Broadfoot, Abbie McKibben, J. Fulsher, Andrew Curtis, Kate Smart, Wm. Eccles, James Butchart, Lizzie Smith, Elizabeth Bray, Jennie Wells, Nellie English, A. J. Plummer, Colin McCurquodale, Lenord Wilson, Jennie Waugh, C. Robinson, A. McLennan, R. Bloomer, F. B. Calvert, M. E. Bradford, M. Vincent, John Freeborn, R. McLennan, Esther Tweed, A. R. Steacy, Carrie Bell, Edward Campbell, A. MacRae, Wm. B. Elkin, Emily Barwick, C. A. Powell, Kate Menzies, Mary E. Kennedy, Edward Rowland, Ursula Smith, Sarah Reid, Jane W. Black, Robt. R. Mills, Isabel Carswell, Mory Gash, Maggie Young.

RECOMMENDED FOR INTERMEDIATE CERTIFICATES.

F. Smith, Francis Parrott, Abbey Gordon, Louise McLean, Allie Edwards, Kate Milne, L. Willisroft, Lizzie Fraser, M. McIntyre.

(Signed) GEO. BRYCE, M.A., LL.B., Secretary.
W. CYPRIAN PINKHAM, Chairman.

GENERAL.

Given a room, a teacher, and fifty pupils; but it is not necessarily a school. All the conditions are there but one, and that one is co-operation. The *Indian School Journal* puts it thus: "If the teacher tries ever so hard to teach, but does not secure the co-operation of the pupil in trying to learn, there is no real school." There may be methods, perfect in theory; order that hears the clock tick, and the pin drop, examinations that answer perfectly every question; and yet there is no school unless between teacher and taught there is a mutual play of love, sympathy, and good will. Who of us, if weighed in the balance, would be found teaching, not a school, but an aggregation of little ones?

"The Swiss Kindergarten," is the title of a new monthly, published by the well-known school director, C. Kuettel, of Luzerne.

The schools of Buffalo have used the same text-books for twenty years. There is a prospect that a change will be made. Too frequent changes are a nuisance and a detriment to the schools, but this is carrying the opposite practice to an extreme.

The new school code of England permits the teachers to intro-

duce the "gifts" and the distinctive exercises of the Kindergarten into their schools. It seems, however, that in consequence of the conservatism of inspectors and teachers, little benefit is derived from the permission.

In 1881 a number of citizens of Munich in Bavaria established an asylum for boys, the sons of parents whose circumstances in life render it impossible for them to watch over the children after school hours. The asylum gathers such boys and gives them opportunities for play and useful occupation. The first asylum was opened in 1881 with 50 boys; a second one has lately been organized, and preparations for others are in progress.

THE ISOLATION SYSTEM.—The schools of California are suffering greatly from what may aptly be termed the *isolation system*. Every county forms within itself a little *imperium in imperio*, and in school matters seeks no intercourse with the world without. The local boards "raise" their own teachers and grant their local certificates; they get as completely into old and deeply worn ruts as possible. In short, there is no circulation in our educational waters; it is all stagnation.—*The Pacific S. J.*

The ladies seem to be gaining on all sides. At the recent London University examinations, out of 970 candidates who entered, 126 were ladies; of these, no fewer than 91, or 72 per cent., were successful, while of the male candidates, 449, or 53 per cent., were successful. Even slow Spain comes to the front on this question, for, by a recent law, of July 6, the Spanish Government decrees that women teachers shall hereafter receive the same salary as men. From India, a Madras paper announces that a native lady, Mrs. Ethianjulu, has been granted permission by Mr. Nayadu, B. A., a sub-magistrate, to practise in his court as a private pedlar; at Calcutta a native lady has been enrolled as a pupil in the primary class in the Medical College Hospital.

The *Burlington Hawkeye's* jester does not believe in babies talking like old men, and, in spite of the "new idea," thus defends himself: "From the day on which they are six years old they must, under the school system of the States, begin to study, and sit up straight, and behave properly, and speak correctly, and from that time until the grave hides them they live and speak and act—verbally speaking, they be, and do, and suffer—under social and educational surveillance. And I claim that at least six years of the life of a man or woman should be free; free as the air; free to talk as the brook runs, with untrammelled musical prattle and babble..... You see, we haven't a very broad experience in training children; we have only one chick to cluck over and scratch for, but we're bound he shan't go to school until he's through being a baby, and we know, school-mistress, that he's the happiest baby that ever mangled grammar."

The School Congress to be held in Geneva, Switzerland, in August, 1884, will discuss the following questions: 1. What is the mission of the primary school with reference to fitting the scholar for his future profession? Is it, in particular, possible to introduce hand-work into the courses of study? In case of an affirmative answer, what should be the plan for this new instruction, and by whom should it be given? 2. Is a reform in French orthography desirable in the manner and to the extent proposed by Amb. Firmin Didot? If so, what are the most proper means to accomplish it? Should the Teachers' Society of French Switzerland institute a movement in favor of a simplification of orthography by interesting other societies of similar aims in the work? The first question is at present the object of special investigation by the governments of Neuchâtel and Geneva. The second subject, though not new, will especially interest teachers of secondary schools.

The school system of California recognized the necessity of trained teachers for her schools, and, as early as 1862, the Legislature appropriated 3,000 for a normal school at San Francisco. The successive principals have been Alura Holmes, Geo. W. Minns, H. P. Caalton, W. T. Luckey, and Charles H. Allen, who has held the office since 1873. In 1872 the State Board of Education erected a fine normal school building at San Jose, at a cost of \$250,000, and the school was removed to that city, where it still remains in a very prosperous condition, with 600 pupils in the normal and 103 in the training department. The Board of Instruction consists of nineteen members, who represent in their birthplaces and education as many of the Eastern Central States. J. H. Braley is the efficient vice-principal; Miss Helen S. Wright, a woman of large experience and great ability, is preceptress; and Prof. Henry B. Norton is one of the most learned and successful instructors.