

Drawing will be useful to the farmer in drawing plans for his buildings, etc., much more for artisans. Wormel's Geometry is not suited for our schools. Wormel's conception is good, but his carrying out is bad. So we shall have to throw it aside and go back to Euclid. Color is another subject of importance. Investigation into railroad accidents shows that they are due, in many cases, to color blindness. Four out of every hundred males are color blind. Four out of every thousand girls are color blind. This is due to the greater familiarity with dress goods by girls. Let the boys be instructed and this will prevent such serious accidents.

One subject more, the subject of domestic economy. It is more important for our girls to know something of the management of the household than the dry details of grammar. The girls should know how to bake bread, sew, knit, etc. The necessity for such knowledge is made obligatory in some countries now. Domestic economy, embracing sewing and knitting, is prescribed as part of the work at the Normal School.

We have found that we have attempted too much heretofore and shall have to steer for safer anchorage—our high schools and academies must be maintained.

A vote of thanks, moved by D. L. Harper, Esq. seconded by James Friar, Esq. was passed.

July 11.

FORENOON SESSION.

After roll call J. G. A. Belyea, A. M., of Shelburne, gave an interesting and instructive lesson on the mechanical properties of the atmosphere. By various experiments the pupils were led to see that the air has weight and that by removing the pressure from a given portion of water that portion would rise. The mechanical arrangement by which this could be accomplished was determined by various experiments, and the principles upon which a pump is constructed were arrived at.

The lesson having been brought to a close a discussion, as to the best means of disposing of the funds on hand, took place. After the expression of a considerable diversity of opinion, it was resolved to leave the money in the hands of the Secretary Treasurer for another year.

AFTERNOON SESSION.

After roll call, an animated discussion took place which resulted in a resolution condemning several of the recent changes made by the Legislature and Board of Education in the School Law.

This Institute adjourned to meet at Shelburne next summer.

All the teachers appear satisfied with Shelburne as a place of meeting.

GENERAL.

A happy choice was that made last week by the Directors of the National School of Elocution and Oratory in Philadelphia, when they elected Dr. Edward Brooks to be President of the Faculty of that institution, to succeed the late Professor J. W. Shoemaker, who founded the school eleven years ago. Dr. Brooks was for many years president of the Pennsylvania State Normal School, at Millersville, and has a National reputation as the author of numerous valuable text-books. He will bring to his new sphere of duty the experience, influence and popularity of nearly a third of a century of successful labor in the capacities of teacher, organizer, writer and lecturer, and he will find there not only congenial task, to perform, but also ample opportunity to employ the best thoughts and energies of his life in so doing. Both the school and its new head are to be heartily congratulated.—*New York Daily Tribune.*

CRITICISMS FROM CANADA.—In 1881 the Minister of Education of Ontario, Canada, appointed Dr. McLellan, the Inspector of High Schools, to visit the United States and compare the schools and report. He has done so, and his report is well worth reading. What do others think of us? How do others see us? His notes respecting our normal schools show him to be a man of independent and just judgment.

As to the Albany Normal School, he tells us no lectures nor lessons on methods, etc., are given. The professional training is given by the professors; that is, the methods they employ are models for the teachers.

This visitor was apparently astonished that a normal school could occupy this position. Dr. Alden is one of the noblest of men, all will agree; he misconceived the function of a normal school. Those professors should have taught as they did, if the pupils were not preparing to be teachers. Canada won't take Albany for a model.

Of the Normal School at Worcester, Mass., he says that Principal Russell believes the function of a normal school is to give professional training exclusively, or at all events, chiefly. He teaches educational methods theoretically and practically; besides there is a special teacher of methods. He was pleased with this normal school. He speaks in the same tone of the school under the charge of Miss Hyde, at Framingham, Mass. Of the Bridgewater Normal

School, he says the object is "to make the student an educator—to give him a definite idea of the true objects, the principles and methods of education, a thorough knowledge of the subjects he will need to teach, with such a degree of skill in the application of these principles and this knowledge as will enable him to organize and control his own school and to educate his pupils."

Evidently pleased with the record of the Boston Normal School, he says: "It is the only school I have visited where teaching power is almost exclusively devoted to the professional training of teachers."

The New Britain (Conn.) he dismisses with brief remark.

The New York City Normal College gets little attention. He says: "It is no more than a high school with a training school attached; the professional work seems to be altogether a secondary thing, the principal object being to carry the student through a fair literary career."

Publishers' Department.

The following advertisement appeared in British Columbia:—



His Honor the Lieutenant Governor in Council has been pleased to direct that the present series of Readers in use in the Public Schools of this province be discarded, and that "**Gage's Canadian Readers**" be authorized in its stead, under the following regulation:—

1st. That the new series shall be introduced in all schools organized after this date.

2nd. That the Teacher of each School, having first obtained the written approval of his Trustees, shall gradually introduce the new series as opportunities occur.

3rd. That after 30th June 1885, the new series shall alone be used, and the old series shall cease to be authorized.

By Command.

S. D. Pope.

Superintendent of Education.

Education Office, Victoria, B. C. 16th June 1884.

The worth of Hamblin Smith's Mathematical works is shown by the fact that they have been adopted in every Province of the Dominion of Canada, and are now recognized as the standard Mathematical works. Recently in the Province of New Brunswick the authorities have determined to introduce as per following letter.

W. J. Gage & Co. Publishers, Toronto.

DEAR SIRS.,—I have the honor to inform you that the Board of Education has to-day prescribed Hamblin Smith's Geometry for use in the Schools of New Brunswick, to take effect on 1st November next.

Yours truly,

Wm. Crockett.

Chief Supt. of Education.

Readings and Recitations.

THE OLD READING CLASS.

WILL CARLETON.

I cannot tell you, Genevieve, how oft it comes to me—
That rather young old reading class in District Number Three,
That row of elocutionists who stood so straight in line,
And charged at standard literature with amiable design.
We did not spare the energy in which our words were clad;
We gave the meaning of the text by all the light we had;
But still, I fear, the ones who wrote the lines we read so free
Would scarce have recognized their work in District Number Three.

Outside the snow was smooth and clean—the winter's thick laid dust;
The storm it made the windows speak at every sudden gust;
Bright sleigh-bells threw us pleasant words when travelers would pass;
The maple-trees along the road stood shivering in their class;
Beyond, the white-browed cottages were nestling cold and dumb,
And far away the mighty world seemed beckoning us to come—
The wondrous world, of which we coned what had been and might be,
In that old-fashioned reading-class of District Number Three.