

other half. There can be no doubt that the only way to learn a language successfully for practical purposes is to learn it conversationally. The French-Canadian youth are said to be supplanting the English in business situations because of their better mastery of both languages. They learn the English by actual practice, because they want to use it, while the English boys seldom learn to speak French fluently, unless by living for a time in French families and in the very heart of the French country.—*Educational Journal*.

—The second general meeting of the Teachers' Association in connection with the McGill Normal School took place on Friday evening, November 18th, at a quarter to eight o'clock. The president, Mr. Arthy, occupied the chair. Prayer being offered by the Rev. E. I. Rexford, the usual routine of business was transacted. Dr. Kelley then treated the subject "Geography" in a highly interesting manner, both from a professional and a literary point of view. He claimed that Geography is a means, 1st, to impart information; 2nd, for mental development; 3rd, that it forms a foundation for scientific teaching; 4th, that physical geography is the basis for the study of the human race. The lecturer's method of imparting instruction in this subject is one of research, of examining the resources of a country, rather than of studying its natural features by rote. The matter was further discussed by Rev. E. I. Rexford, Messrs. Bell, Binmore, Rev. E. H. King and Mr. Kneeland. The *resume* of late educational events was given by Dr. Robins, who drew attention, 1st, to the recent action of the Russian Government in the matter of education, and, 2nd, to the attempt to teach literature in school. After a few remarks from the President relative to the second of these points, the meeting adjourned.

—Anex-Deputy M. Camille See, the author of the law now in force for the higher instruction of girls, states in a work on the lyceum and colleges for girls that there are now in working order, in France, twenty-three of the former and twenty-six of the latter, besides a normal school for future teachers in them. There are also two provisional lycées, and three more are being built. The creation of others is demanded by twenty-nine chief towns, and municipalities have never shown themselves more liberal than in voting funds for these schools. M. Camille See believes that if