

to express their high appreciation of the qualities of intellect and of heart which led him to set so high a value on sound learning, both in literature and in science, and by which he was prompted in so many conspicuous ways and with such princely liberality and untiring zeal to promote the full equipment and efficiency of this faculty. His efforts in the cause of higher education have won a name and place for him among the benefactors, not of this university only, but of his country at large, and have brought him lasting and well-deserved renown. The members of the faculty further desire to give expression to their heartfelt sorrow and sympathy with her who has for so many years been his partner in life and the true help-mate and sympathizer with him in his many and varied acts of beneficence for the good of his fellow-citizens and of mankind. To the members of the family of the deceased residing in Canada the faculty respectfully desire to tender their condolence in the loss they have sustained.

—At the last meeting of the Teachers' Association in connection with McGill Normal School an address was delivered by Mr. Parmelee, of the Education Department, on the Educational Exhibit at the World's Fair, in which he took occasion to point out the defects and excellencies of the various national systems of education represented by such exhibits. In referring to the French system, he is reported as saying that the most conspicuous element in that system was the socialistic plan of school government. Local boards of instruction to prescribe subjects to be learned by the pupils were unknown. If a certain item was to be taught, the Minister of Instruction sent out the order and every school in the country had that item and it was taught. The schools were strictly secular. The grading was by pupil not by class. In France actual school work began in the very cradle and continued to the finish, and at Chicago work might be seen by pupils of two years old. The system was such that a daily record of every boy's exercise in school was kept in a book. This book was, at the end of every few weeks, carefully laid away and the whole at the end of, say, three years, or when the boy completed his schooling, was compiled into a volume. The volume, a specimen one of which (about twice the size of Lovell's Directory) Mr. Parmelee exhibited to the audience, was kept by the Government. It contained a photograph of the boy when he began school, with a short account of his family, his age and the circumstances of his entering, together with his character during his term at the school, aptitude, etc. Thus the Government was enabled to