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THE OLD SCHOOLMASTER.

CHAPTER VIII.

If man's the means, the system is the end,
The former guide, the latter guidance meet ;
True destiny is his that finds at once his friend
The master and the system aggregate.

In keeping my promise with my friend the schoolmistress, as soon as we had been comfortably settled around the tea-table so liberally provided for by my sister, I seemed for the moment to be also keeping my promise with my readers, as I proceeded to give her an account of my early school-days. In the remote country district, where I was born and brought up, there were but few school advantages, and when the news came out our way that a young medical student from the city was about to open school in the village about two miles distant from our homestead, a family council, after seriously discussing the question of "ways and means," decided that I should be placed under his care. The prospect was one of adventure to me, the opening of a new era beyond the horizon of the first six years of my life, and well do I remember the day on which I set out with my mother for the village school-house, not so much from anything unusual that happened on the road which was more or

less familiar to me, as from the thoughts which kept welling up in my child-mind,—those marvels of expectancy that have made the warnings of other days so impressive in all our lives. Never laugh a child's fancies to scorn. Encourage him even to give them the embodiment of speech. Correct them as you may, but correct them with that reverence with which you would rectify the language of the Bible, or modify the ethics of the old dispensation. They are the weavings of an innocence that is intuitive and of the eternities, the whisperings that come from the life that precedes birth,—murmurings as solemn to contemplate as the whisperings within us of the life beyond death.

And the centre-piece of all these elemental marvellings of mine, as I trotted alongside of my mother over these two miles, what was it, who was it? The schoolhouse? Well, no; the schoolhouse I had seen everytime I had been in the village. It was a plain square frame building, with nothing of the mysterious or undefinable about it. Situated in the heart of unkempt surroundings, weather-stained and neglected, it had always been pointed out to me as a place with which in time I might become better acquainted; and though I used to wonder why it should be so often unoccupied, I never seemed to think that its being unoccupied was other than a blessing to the boys and girls of the village. Even in face of the ominous regrets of my elders, when the school happened to be closed, that the children of the district should grow up neglected, I found it impossible to believe that there was any disadvantage to me or to any boy or girl in the neighbourhood that there was no school to go to. How the notion had found its way into my little head is more than I can say. The repugnance to school can hardly be intuitional, though Shakespeare seems to have thought so, and yet I remember distinctly that there was something of a dread about me as I hastened to the village with my mother to enter the school for the first time; and unless this dread is to be explained as arising from the previous intercourse I had had with some of the village children who had been to school, or on account of the floating gossipings about the school when it had been in operation, its origin must remain shrouded in all the mystery of an intuition. Of one thing I am sure, I was not afraid of the schoolhouse as an objective-point, hardly thinking of its comforts or discomforts as I passed along the road with my mother. And as little was I exercised over those who were likely to be my schoolmates. It is not easy for young or old to escape recognition in a village. Everybody knows everybody. And the distance at which our homestead was situated from the

village in which the schoolhouse was, did not prevent us from becoming acquainted with nearly all the families in its neighbourhood, and certainly did not prevent me from knowing every boy and girl living within a radius of four miles from the village post-office. The truth is, young as I was, I was already on speaking terms with the most of them, and, whether intimacy breeds contempt or not, I had, by the time of my going to school, come to recognize them as but ordinary elements in my environment, whom to dread would be impolitic.

No, neither the possible comforts or discomforts of the schoolhouse, nor the curtailment of my personality by the personality of those of my own age, troubled me very much as we came in sight of the village. The central point or pivot on which all my thoughts seemed to turn was the being into whose hands I was about to be committed. The teacher was to me the man of my destiny. All my future was to radiate from him. What kind of a man was he? Was he godlike in stature? Was he kindly or tyrannical? What were these floggings I had heard so much about? Would I have soon to undergo the torture? Were my hands to be blistered and my body bruised? Would the lessons be hard? Was I really being sold in slavery to the hardest of taskmasters? These and a hundred similar queries flooded my mind, all depending for solution, moreover, on the character and disposition of my schoolmaster.

And, fellow-teachers, I beg of you, do not make light of these predilections of the young people who are to be with you for a longer or shorter period as your pupils. Crude as these predispositions are, they are not to be overlooked. Corrected they have to be, modified, developed, but never rudely insulted by a lack of dignity on your part. The true king knows how to condescend, but his amiability is always the condescension of a king, the sunshine in which true loyalty delights to bask. Overstraining breeds disrespect in kingcraft and in schoolcraft as well. In a word, amid all the many failures in the schoolroom, there is no more fertile source of failure than the enervating of the teacher's prerogative by self-betrayal. The dignity of authority maintained is of more service than a hundred regulations, being but the predilection verified of those over whom the authority is expressed. The pupil's opinion of the teacher is seldom a sound one, but it nearly always embodies an element of rectification for the conscientious teacher, who is patient enough to analyse it.

The hum of industry, or whatever the censorious disciplinarian may call it nowadays, was heard as we approached the building.

The school had been in operation for over a week before my enrollment, and the story had gone round the parish that the new teacher had had his hands full in reducing order out of chaos. The staccato tones of authority which arose at quickly recurring intervals, and which made my little heart beat rather wildly as we entered the porch, were tempered enough to convince me that there were still some evil-doers within who had not been completely subdued. The master was evidently conducting a class and at the same time keeping a sharp eye on delinquents elsewhere. Our arrival from the highway had probably not been noticed; for just as my mother put forth her hand to announce our arrival with a gentle tap at the door, an emphatic shout came from the master which instantly reduced the hum of industry around him to a silence still more emphatic.

"Sandy Macpherson, come up here instantly," was what we heard him saying, "Do you think I can allow such idling to pass unnoticed. Come up here at once."

My mother could not fail to perceive that her knock at the door had escaped the master's notice, and yet, as I have often since thought, she did not seem to be in much of a hurry to repeat it. Perhaps she was as much perturbed by the master's manner as I was, and lost her presence of mind for the moment, or possibly she was intent on catching a glimpse of his methods of discipline.

"Do you refuse to come up at my bidding, sir?" the master again shouted. Sandy was evidently one of the evil-doers I had been thinking about. Were there many of them? Was I to be one of them?

"I give you one more warning," said the teacher.

"I wasn't doin' nothin'," was the answer that came from a half-defiant voice.

"I cannot take that for an answer to my order. It will be time enough for you to enter a defence when you have obeyed me."

"You can ask Charley Nichols here, if I wasn't doin' nothin'. Aint that so, Charley?"

"That has nothing to do with the question," and we could hear the master step from the platform, and pass hastily across the floor.

"Make up your mind at once," we heard him say, "I have told you I mean to be obeyed, from the first day I took charge of this school. You have therefore but one of two things to do, Sandy," and it seemed to me as if all passion now left the master's voice, "you have either to pass up to my desk in front

there as I have bid you, or"—but before the alternative was enunciated, the refractory Sandy had made a movement, and we could hear teacher and pupil pass to the front amid the continued silence of the school.

"He'll manage," I then overheard my mother say, as seemingly recollecting herself, she rapped at the door for the second time.

The introduction which followed was a very short one, as far as I was concerned. Would that all such introductions were as short; for of all agonies the teacher has to undergo at the hands of the parent, perhaps none is more acute than the process of having the virtues of the pupil catalogued in the presence of the parent, pupil and teacher within the precincts of the school building, before the pupil has had any opportunity of showing how far he or she deserves or does not deserve the praise. How easy it is for a vice to be venerated as a virtue, no one knows so well as the teacher who has to listen to the rigmarole of the indulgent parent. Even the politician is unable to make the worse appear the better reason with such a show of candour to his constituents, as the mother does when she presents any of her brood to the teacher, or defends them from his disciplinary verdicts.

"My boy can do no harm, unless in a kind of a thoughtless way, and you really must excuse him this time," is the verdict of nearly every parent in the land, male or female.

"My daughter may be heedless at times, but she is apt to learn and is of a kind heart," is the theory that is ever greeting the ear of the teacher.

Of course there are sensible parents who do discern the moral idiosyncracies of their offspring readily enough, but how many of them are willing to confess to others the existence of such. To do so seems to be a kind of "want of confidence motion" in themselves. It is not necessary to speak the truth at all times, especially about one's own. There may be something in the law of hereditary after all; and if there be, it would be simply suicidal for one to condemn one's own.

Nor is it different with the parent's judgment about the intellectual capacities of their children. If no parent has ever confessed to a teacher that his or her child is deficient morally, very few have been brought to declare that intellectual inferiority has ever been the fruit of their loins. In my long experience as a teacher, only one gentleman ever confessed to such intellectual inferiority in those of his own household, and it was wrung from him after years of deferred expectation that his son would come to something in my hands.

"I don't understand it all" said he, "I have given the fellow every chance."

"And so have I," was my answer.

"I know you have; I feel convinced you have done everything for him in school that could be done. If I hadn't been convinced you were doing the best you could for him, I would have removed him from your school long ago. But what is the matter?"

Of course under the circumstances it was not for me to say what was the matter. The lad was intellectually deficient. Sometimes I had been all but inclined to think that he would never earn a living for himself, but it would have been a sacrilege for me to say so to his father, who had only been able to make a living for himself and family by receiving a government appointment after he had run through the fortune his father had left him.

"I don't understand it," he repeated. "my daughters are the same. They cannot learn. They are good girls. Manage household matters pretty well. Of great help to their mother; but beyond that they have no reputation for ability of any kind. They never did anything at school. They were always being outstripped by their schoolmates, and how it comes about is more than I can say."

And of course it was more than I *dared* say at the moment.

"Now as for me," he continued, "I have always been able to make my way in the world. I have had my drawbacks of course, as every man has had. I was left well off by my father it is true. But the hundred thousand dollars which he left me were not lost from any fault of my own, from any mismanagement on my part. I had always my wits about me. The times went wrong. Property declined in value from the change of trade. And I was obliged to turn to a political situation. But nobody ever has had to say that I am a fool. In fact I don't believe I am a fool," and he struck his Micawber-like bald head as he said it by way of emphasis. "No, I don't believe I am a fool, and why my children should be fools is more than I can make out. The fact is, schoolmaster, I believe the children take after their mother more than after me."

My mother had some conversation with the master after the door had been closed between them and me. What that conversation was, was no business of mine to find out, nor was I anxious at the moment to make anything of the world I had left behind me in presence of the world into which I had been ushered.

There was Sandy Macpherson standing at the master's desk, waiting for results as soon as the master would return from the door. He did not appear to be over penitent, for the leer on his countenance seemed to encourage the whole school back into the hum of industry, which had somehow or other, now that I was in its very presence, not a little of the hum of rebellion in it. But what a new world it was to me, grouped as it was round that figure of the arch-rebel Sandy Macpherson. The fiend condescended to wink at me and the whole school seemed to join in the mockery by uttering a loud guffaw.

"Silence," said the master putting his head in at the door from his interview with my mother.

And silence for a moment prevailed.

Then the arch-rebel made a grimace that might have made the furies laugh, and the school of course burst out into a second guffaw.

"Good morning," said the master, as he returned from my mother to his school. "I shall see that your boy has every chance of getting on."

And it is but reasonable to suppose that my mother returned him like greeting as the door closed between them, though that was not the end of it.

"A fine school you are" said the master, as soon as he had indicated to me the seat I was to occupy and had resumed his place at the desk on the platform. "A creditable school for any man to be master of, and don't you think so? I thought we had come to something of an understanding the first day I took charge here. I pointed out to you then the relationship that was to exist between you and me. Perhaps I neglected to tell you the respect that was due to the public from you, should any parent appear at our doors. When the knock was heard at the door there was no necessity for you to cry out, 'some person at the door, sir,' no necessity whatever, and you will please remember it in future. Besides, while any parent and I are in conversation in the porch, I expect that the whole school will treat us with courtesy. If there is silence when I leave the room, there must be silence while I am out of the room, and silence when I return to it. If there be a hum of task learning when I leave the room, the same hum should continue until I return. The school is a school, whether I am present or not, and the purpose of a school is to have work done by its pupils. Are you the pupils? Then you are the school; not I. On the first day of our meeting I put this plainly before you. If Sandy Macpherson here, or any other pupil should so

far forget himself as to break some of the rules we have agreed upon, so much the worse for them, but not so much the worse for the school as a whole. The school is ours, not Sandy Macpherson's, not any evil-doer's. We must see that its good name is protected, and, come what may, I trust you will all join with me in supporting the good name of our school within and without."

Editorial Notes and Comments.

The mission of Dr. J. M. Rice, who has been employed by the *Forum* as a sort of perambulating commissioner to collect facts bearing upon the outcry against the character of the common school education given in the cities of this continent, is reaping some results, though possibly they are not the results which were to be expected, either by the friends of our schools or those who find fault with them. Baltimore is the city which Dr. Rice has first invaded, and in his report there is the roughest of handling of the methods of instruction he happened to see as he passed from class-room to class-room. The *Virginia School Journal* in criticising this mission, or rather raid of the *Forum's* commissioner, states the case in this way, and no one can well accuse it of prejudice in its statement of the reception his report is likely to receive: "The Monumental City will doubtless pronounce the Doctor a monumental fraud, but if her critic has used common honesty in detailing the organization under which her schools exist, the case will go largely against her. It is useless to speculate upon the character of the vegetation of a region destitute of rain and swept by Arctic winds. Just so, multiplied illustrations of bad teaching are not needed to sustain an adverse judgment against a group of schools taught by twelve hundred untrained teachers, selected without test of merit, absolutely secure in their positions, and practically without supervision. It is hard to believe, however, that the recitations reproduced by Mr. Rice are fair samples of the character of the instruction done in Baltimore. The exercise in arithmetic is a faithful reflex of more schools than one, but the teacher of reading was clearly 'shut up' with embarrassment, and that physiology lesson, if not a caricature, as it seems to be, was possibly a joke perpetrated by the sly teacher on her prying visitor. At any rate, it is a fact that in large cities very excellent and very execrable teaching is carried on frequently in the same building. Superintendents in a single day's inspection experience the varying emotions of the peacock in

looking first at his feathers and then at his feet. But using all charity possible, the case looks bad for the city on the Patapsco as regards both school organization and instruction. She has been caught napping. That her teachers should exhibit such indifference to the improvements that have taken place in recent years, especially in methods in arithmetic, geography, and elementary science, indicates a downright lack of conscience. They seem to be in blissful ignorance that such men are living as Balliet and Speer, Parker and Frye, Apgar and Jackman."

—The *School Journal* of Iowa has also its say on Dr. Rice's mission to the following effect: "Dr. Rice is a gentleman of culture who has travelled much, and has studied in the German universities. As a teacher of teachers, or as a professor of pedagogy in a college, he would undoubtedly prove a success. But we doubt very much whether, if placed in charge of a school of the grade of those he visited, all his pedagogical learning would save him from blunders, as mortifying as those he so vividly describes. In fact the wretched methods in these schools were due as much to something else as to the want of professional training. Tact, skill, common sense, the power to adapt methods to the wants of individual schools, habits of observation, without these the teacher will fail, and no amount of pedagogical lore can make her school a success. We are heartily in favour of normal schools. We believe in professional training. We wish that the state laws were so framed as to look to a time when the school house door will be closed to every applicant for a certificate, who has not made some special preparation for his work. But nevertheless there are in the schools good teachers without professional training, and we are not yet ready to dispense with their services."

—And when we place the criticisms of another educationist alongside of Dr. Rice's, we readily arrive at the decision that there are two sides to the question. Superintendent Powell writing to the *Journal of Education* and referring to a visit he lately paid to a city Normal School, makes the following report: "The work of all the graduates of the City Normal as we found them teaching in the different grades was of a high order. In most of the rooms independence and ease and good expression characterized the reading. A test of the ability to read at sight was made in some of the rooms with quite satisfactory results. The work in mental arithmetic showed splendid teaching. Spelling exercises were heard in eleven or twelve buildings and were not of the character reported by Dr. Rice. On the contrary, there was the written spelling of words found in the

reading and other lessons. These words were pronounced by the teacher, spelled by the pupils on their slates, the slates exchanged, the words spelled orally, the mis-spelled words marked, the slates returned, and the pupils required to spell correctly their mis-spelled words. In some cases the pupils were required to use the words in sentences. Recitations in geography were heard in nearly all the buildings visited. Some of them were models of teaching, according to the generally accepted theory of teaching. It was evident the pupils had to do some studying and that the geography recitation was not a play time. The facts set forth in the books were recited, not verbatim, but intelligently. The wall maps and other aids were well used. The observations here set forth were made by teachers some of whom have been teaching, visiting schools, and studying methods of teaching for many years and in the interest of no fad in teaching but that our own schools might be made better."

—In our own province there seems to have been again brought to the front the question of professional training at our universities, a question which was brought up at the last meeting of the corporation of McGill University and to which reference has been made elsewhere. Whatever may be the issue of the bill at present before the legislature, the *Star* has been able to place before its readers the two sides to the question, and we quote from it the arguments which a leading French Canadian practitioner has advanced in favour of the bill and the reply of Dr. Craik, Dean of the Faculty of Medicine of McGill. "The new Bill," this gentleman is reported as saying, permits, as does the law now in force, all B.A.'s to study medicine without passing before the Board of Examiners. The only change which the new Bill asks for is that two new examiners be added to these four, so that examinations be disposed of with more despatch, and that they include two or three more matters. McGill, so far as we know, has had no reason to complain of these examinations. Why should it have more reason to complain in the future? If the students of McGill do not like to pass before this Board they can take their B.A. degree, and then they are admitted without further examinations, and as a right. We therefore conclude that the new bill does not change anything in the present state of affairs as far as the study of medicine is concerned. Why then should McGill oppose it? Now, as to the examinations for the admission to the practice of medicine. It is known that the great majority of the graduates in medicine of McGill College practise outside the province of Quebec.

These graduates will not have to present themselves before the Central Board of Examiners any more than they have to go before the Board of Governors now. They go back to practise in their own country with the degree of McGill and without the license of the province of Quebec, which they do not need. The license is needed only for those who wish to practise in the province of Quebec. For the larger number of its graduates, the objections raised by McGill are not well founded. As to the minority of the graduates, that is to say, those who settle down in the province of Quebec, and who must obtain the license from the Board they should not be afraid to stand the examination. Is the medical faculty of McGill not admirably provided with buildings, laboratories, museums? Its professors are able men, who are well paid for their lessons, and, therefore, the students have all they need to qualify and pass their examinations honorably, no matter who the examiners may be. What objections therefore can they have to the new Bill? We have mentioned lessons in the Bill and our English speaking citizens do not seem to have understood the full meaning of the word as employed by us. If in English the word lesson is almost synonymous to the word lecture, such is not the case in French. The word lesson with us means, instruction given to teach something. By the generic word lesson we mean practical, demonstrative, physical teaching. We want to have our students practically taught. We have as many clinical and practical lessons at the Hospital on internal and external pathology, gynecology and ophthalmology as they have at McGill and we want to increase rather than reduce the number. We have no objection to adopting a similar curriculum of medical studies for all the provinces of the Dominion, such as has been proposed by the Ontario Council for some years past. The Medical Council of Ontario does not exact a diploma from a school of medicine for those who come up for examination for the practice of medicine, while we require a university degree before being admitted to examination. Is this not a protection for the universities, while it is at the same time a guarantee for the profession generally that the teaching bodies are sufficiently severe in their examinations? We are informed that McGill would be favorable to a central board of examiners for all the provinces of the Dominion. In that case the principle of a central board would be good, but it seems that the moment this principle applies solely to the Province of Quebec it becomes worthless. Still we have shown on many occasions that we were generous to our English confreres by granting them

a representation on the Board and a greater influence than they could exact by the figure of their population. We will do the same thing in this new Bill, because we have as broad and tolerant views as in the past. Is such the case with our compatriots of origin foreign to our own? Their opposition to this Bill would lead us to believe that such is not the case. We are convinced that if all the doctors of the Province of Quebec were of English origin, this Bill would not be opposed. We are the great majority in this province, and there should not be surprise that we should have our proportion of influence. 'Science has no country.'

—Dr. Craik on the other hand, according to the report of the same newspaper strongly deprecated the raising of the race question in the preceding interview. The point at issue is not, he says, a question of French against English, but of the English against the Parisian methods of medical study and examination. The new Bill proposes to increase the Central Examining Board by two, but does not provide as in the past that there shall be an equal number of English and French examiners. That is Dr. Craik's chief objection. Not that English doctors, as such, are slighted, but that English methods cannot, under the proposed legislation, receive due consideration. "We do not anticipate unfairness," said Dean Craik, "but we do expect disadvantage. We know that our own French-speaking friends have no wish to do us injustice; but in the very nature of things we must stand at a disadvantage. Our methods are practical while the examinations of this Board will be oral. In this interview I see that allusion is made to the fact that McGill is well equipped with modern appliances for the study of medicine and the question is asked: 'Why then does McGill oppose the Bill?' We oppose it for one reason, because this Board cannot use such equipments as ours in their examinations. Our final examinations are as practical as our course of study. We bring our candidates into the dissecting room and see there whether they are capable operators; we bring them into the laboratory and, as part of their examination, we see how they can analyse: we bring them into the hospital and observe how they diagnose and prescribe. Can the proposed Provincial Board do the same? We know they cannot, and that is why we protest. Their test of a student's fitness to practice medicine is, I repeat, not a practical or demonstrative, but an oral and theoretical test. This doctor, whose name is not given, speaking in this interview, proves too much when he cites the fact that the proposed Board will insist on each candidate having a uni-

versity degree before coming up for final examination, whereas Ontario does not seem to insist on such superior fitness. The difference is this: That in Ontario the examiners have appliances at their disposal wherewith to make a practical demonstrative examination, but the Quebec Board know that they cannot make such an examination. Hence they require a university degree, which proves in advance that the graduate will be a capable practitioner. And yet they ask for power to destroy the value of our degrees! Again, the argument is used that we do not understand the meaning of the word *leçon*, as used in the Bill. We do not misunderstand it. We know that the general word *leçon* implies not only lecture but object lesson, practical teaching. But what we protest against is that the Bill does not specifically provide for practical teaching in anatomy, etc. As to the argument that we are inconsistent because we would consent to a central board for the Dominion, but not for Quebec, we reply that in the whole Dominion we would have a larger field from which to select a capable Examinatory Board. We insist that it is not with us a question of race against race, but of method against method. We know that many of the leading French-Canadian physicians and professors are with us in opposing this Bill, and we are confident that it shall not pass."

—The element in our education which recognizes the development of the body is receiving more attention in our schools than it used to do, and even now a warning note has been heard in the cities that we may not be far from the point of overdoing it. Our wary contemporary, the *Educational Journal* of Toronto, has lately referred to our efforts to make more of our schools than mere lesson learning factories, in this way: "But let us have a care lest in shunning Scylla we plunge headlong into the jaws of Charybdis. We have a strong suspicion that more injury is done to the health of school-boys and students in these days by over-exertion on the play-ground or in the gymnasium than by the neglect of outdoor exercise. And if excessive attention to athleticism is really worse than useless for the preservation of health, it is not, so far as we can see, really necessary as a preparation for any of the higher purposes of life. Why should a human being desire to develop his muscle until his limbs become knotted and rugged as those of a cart-horse? How is he thereby better fitted for any of the best uses of life, especially in these days when machinery is constantly superseding the necessity of brute force? Few will, we think, suppose that devotion to athletics conduces to increase of

brain-power. We suspect that it rather robs the brain of supplies which are necessary to its healthful development. That it tends to develop the higher emotions and aspirations would be still harder to believe."

—The college craze for athletics, another phase of this question, comes in for condemnation, even more forcible than the above, from the venerable Dr. Cuyler in the *Evangelist*. "Whatever the views of college faculties may be," says that gentleman, "there are thousands of sober alumni who look on this whole craze for intercollegiate athletic games with profound regret. Even if these match games were not attended with such a saturnalia of gambling and drinking, they are attended with mischievous results that affect the colleges themselves. . . . For weeks before these inter-collegiate contests, scores of young men are kept in training for the fight, and the talk and thought of the whole college is, to a great degree, drawn towards the impending grapple of brawn and muscle. Who needs to be told that all this is terribly demoralizing to the true literary and scientific aspirations of any college? It sets up a false standard; and holds out a false incentive and inflames a false ambition. . . . That the men who distinguish themselves in inter-collegiate games become also distinguished by legitimate intellectual eminence in after life, is denied by those who have made careful observations. Those whose names are trumpeted by the press over the land for their prowess at football, are seldom trumpeted afterwards for their great intellectual achievements. . . . I am only voicing the honest sentiments of hundreds of the alumni and of hundreds of fathers and mothers who look upon these inter-collegiate saturnalia with a sort of dismay. An education in college and university is vastly more expensive than it used to be. And one source of extra cost is to be attributed to the rage for athletics. The atmosphere of college-life is now tainted by a dangerous influence that was not known in former times."

—Dr. Kelley, of the Boys' High School, Montreal, while speaking at the late Y.M.C.A. Convention on "The Education Link, Evening Classes and University Extension," elicited from the members of the Association, by a series of questions, their opinions to the effect that there was a need for such educational work in the case of boys who were occupied during the day and who felt their need of technical education. That as the object of the Association was to advance men morally and intellectually as well as spiritually, it was in a line with their work. That it would have the effect of bringing men into the Association and

placing them under religious influence. That the business men of the community would become interested and willing to subscribe handsomely. That it would give the young men another talent to use for the glory of God.

—As a sequel to Mr. Paterson's paper on the teaching of patriotism and loyalty among the rising generation, everybody will be ready to welcome a movement which is thus spoken of by the *Montreal Witness*:—"At last we hear of the Canadians," says that journal, "a little known people, whose very existence is by many deemed to be mythical. There have indeed always been a race of people called Canadians, but that has generally been explained to be short for French Canadians, although many, both of themselves and of others, seem to assume that these are the only Canadians. It is in this pseudo-patriotic sense that the so-called national monument is being built, as though the nation was co-terminous with one race. Then there are the sons of English, Scotch, Irish and Germans who now admit themselves to be Canadians, but whose Canadianism has never found adequate expression in any outward shape. There are signs of life, however, in the real Canadian nation. It has been born. Its infancy indeed is passed. It has a separate thought and can say 'This is I.' It begins to exult in self existence, but its consciousness of separate life has not yet found expression. England's national life has bounded into deed and song for a thousand years. Scotland's traditions demand many recurring national celebrations. The memories of Ireland's ancient heroes still fill a people with unrest. At Eisteddfodd the glories of the Welsh people are periodically told over in competitive verse, but where and how has Canadian national life found expression? We are delighted with the announcement that a society or club has been formed under the name and sign of the Maple Leaf, whose purpose is to afford the Canadian nation opportunity to spread its young wings and crow a little. This club is to be the enemy of all sectionalism. It will know Canada only as a whole, and at its annual celebrations, which will, we predict, grow in significance from year to year, the glories of Canada as a whole will be celebrated, and her children taught to believe in her and to love her. The holding of celebrations is not the only or the main object of the Club. It will devote itself to the education of a serious and thoughtful patriotism in the rising generation of Canadians. The first celebration is announced for this month, at the Windsor Hall, when Principal Grant will be the orator, and the Montreal school children will be among the performers."

Current Events.

—At the last regular quarterly meeting of the corporation of McGill University it was announced that the Governor-General would be present at the inauguration of the new buildings. From the reports of attendance submitted it appears that the number of students in law is 38, in medicine 311, in arts 347, of whom 116 are women, in applied science 165, and in veterinary science 54. This makes a total of 915 students, of whom over 700 are undergraduates for full course of degrees. The Dean of the Faculty of Arts, however, informs us that the total number of students attending the lectures of that faculty is over 500, when the students from the other faculties who attend are counted in. The number of students attending the affiliated colleges are: Morrin College, 34; St. Francis College, 14; and Stanstead College, 8. The number of teachers in training at the McGill Normal School is 116 this year.

—The successfully inaugurated Kindergarten movement in Montreal is thus spoken of by one of the newspaper reporters:—What is it all for? A motto on the wall of the High School Kindergarten room gives the grand but vague answer, “Not for school, but for life.” Come in at ten o’clock if you want to see the intellectual side of the training. The morning songs are over, and the children are sitting down to the hard work of the day. At one of the low tables we see a small pile of blocks in front of each child. “How many bricks do you see on top of your cube?” is the first question the teacher asks, then, “Take in your right hand the brick at the right hand side, and place it two inches back of your cube, with the short narrow face looking at you.” Well, some of the tots need a good deal of showing—perhaps you would not do it right yourself—but all the blocks are soon laid according to directions and form a pattern which the teacher suggests is like a windmill. Here one little lisper begins with more enthusiasm than lucidity to tell how she saw a windmill in summer. The blocks are moved in orderly succession to change the design and the lisper sees a resemblance, this time, to a picture frame. Meantime, the senior class have been building elaborate gateways with blocks which they will describe to you as cubes or square prisms, and at another table we see a pattern in triangles. The playtime, which comes in the middle of the morning, is much appreciated. At the Model School Kindergarten you will see the children of the primary classes crowding in at their recess to join the Kindergarten children in playing “cat and mouse,” “scissor-

grinder," etc. All the games are accompanied by songs, and in one the "Anvil Chorus" is hammered out by little fists while a "blacksmith" in the centre of the ring shoes a horse and mends a chain. "Strike, boys, strike, while the iron is hot." The High School Kindergarten was welcomed from the first with an overflowing house. The existence of the Model School Kindergarten, on the other hand, though, but for the lack of pupils, it is in all respects equally good, seems not yet to have reached the parental consciousness. The parents do not know of its existence. It has everything now but a sufficiency of a commodity which is seldom scarce in this world, namely, children.

—In his first lecture before the Teachers' Association of Montreal Prof. Moyses gave the following summary: Literature, he said, could not admit of an exact definition. Unlike science, it dealt not with concrete things, but with abstractions. It was but the expression, the external of thought. Its main feature therefore was form, and form had two leading divisions, poetry and prose. Artistic form constituted style. The end of all literature was the highest development and culture of the human mind. As a prospectus of this proposed lecture Prof. Moyses divides English literature into the following periods: (1) the period of the formation of the language before Chaucer; (2) the period of Italian influences, Dante, Petrarch and Boccaccio on Chaucer and his followers, Tasso on Spenser, and the influence of polite society in Italy on England; (3) the French influence from Dryden to Defoe, which was strong and well defined; (4) popular influences, when literature was written for the people, not patrons, as from the time of Defoe to the French Revolution, and from the Revolution to the present day.

—The authorities of the observatory of McGill College, lately reported progress on the work of redetermining the longitude of Montreal. The chief assistant of Greenwich observatory has visited Montreal in connection with this work. The work has been delayed through the fact that the longitude of Paris is being determined at the same time from Greenwich. The result, it is hoped, will be published in April. It will give the Montreal observatory exceptional advantages, which are equalled only by those of Harvard on this continent.

—A very important step concerning admission to the professions came up for consideration at the last meeting of the corporation of McGill University. The committee of deans of the faculties of art, law, medicine and applied science reported unanimously that they thought it would soon be practicable to make it an essential condition that candidates to the profes-

sional faculties should take a course of two years in the faculty of arts as a preliminary. The course would then be so arranged that the B.A. and professional degrees could be obtained within six years. It is, of course, essential to success that any such important change should be introduced gradually and cautiously, and it was resolved that the question of the steps to be taken should be referred to the faculties.

—The system of giving public lectures under the auspices of our universities has been successfully inaugurated in Fredericton, New Brunswick. The lecturers whose services have so far been secured are Mr. John V. Ellis, editor of the *St. John Globe*, the Rev. J. D. Soyres, Mr. Scott, editor of the *St. John Sun*, and Mr. Powell, M.P.P. Could something of this kind not be done in connection with all our colleges?

—The second regular meeting of the Teachers' Association was held in the Normal School on the evening of Friday, the 20th of January, and was very well attended. The programme consisted of "Patchwork," read by Mr. N. N. Evans, M.A., Sc., of McGill University: a recitation by Miss Simpkin, music by Miss L. N. Evans, and songs by Madame Cornu and Mr. Evans. But the principal item was a paper by the secretary, Miss E. Binmore, B.A., on "The Financial Outlook of the Women Teachers of Montreal." Avoiding contrasting the salaries paid to men and women, Miss Binmore confined herself almost entirely to an examination of the comparative salaries paid in Montreal and other large American cities to women teachers. The information was obtained by application to the Superintendents of the various cities, whom the writer thanked for their uniform promptness and kindness in supplying the desired information. The essay was listened to with great interest by all present, and at the close of it Mr. H. H. Curtis of the High School, seconded by Mr. L. R. Gregor of McGill University, in thanking the writer of the paper, moved that information so obtained would be valuable, and that Miss Binmore be requested to furnish it to the press for publication and to the School Commissioners of Montreal. Mr. Curtis' motion was carried unanimously. We hope to be able to give to our readers Miss Binmore's paper in next month's RECORD.

—The London School Board has just decided to appoint a special committee of thirteen members to consider what shall be done respecting its superannuation fund. Next Lady Day the whole of nearly £100,000, which the Board has accumulated since Lady Day, 1888, by deductions from teachers' salaries, must be returned to the teachers, unless, meanwhile, some fresh

agreement is made with them. The Bill, which Sir Richard Temple succeeded late one night last session in passing through its second reading stage, is not acceptable to the large majority of the teachers, as it is considered to be too indefinite and to leave too much power in the hands of the Board. Most of the teachers would prefer some such scheme as the superannuation and provident fund being formed by the London County Council. The Executive Committee of the Metropolitan Board Teachers' Association, representing 5000 of the teachers, has just been considering the question, and has agreed to inform the Board that if the following principles are included in its Bill it will receive the hearty support of the teachers. The provisions are similar to those granted to the London County Council in their General Power Acts of 1891 and 1892:—(1) That in any scheme drawn up under this Act, provision shall be made for the return of the whole of the contributions of the employés, with compound interest at the rate of $2\frac{1}{2}$ per cent. per annum: on their leaving the Board's service through resignation, death, or dismissal. (2) That in any scheme drawn up under this Act provision shall be made for granting, at the option of the employés, in lieu of the return of contributions, with interest, equitable superannuation proportional to the amount of contributions and length of service, to employés compelled to leave the Board's service through failing health, after having been employed by the Board for fifteen or more years. (3) That the Board shall contribute to the fund each year an amount equal to the sum contributed by the employés. (4) That the superannuation shall be absolutely claimable at the specified age. These provisions differ from the powers granted to the L.C.C. in being less favourable to the teachers. Under Clause 41 of the General Powers Act, 1892, the Council is empowered to return in addition to the employés' own contributions, with interest, the Council's own contributions to such employés as become incapacitated, and to the representatives of those who die before reaching the age at which superannuation is claimable.

—The Democrats come into power in March and the teachers across the line are beginning to ask who will be appointed as commissioner of education? Dr. W. T. Harris has held the place for the past four years; but it is probable that some Democratic educator will desire it. The official duties do not demand a man of large abilities; but the commissioner is often invited to attend educational meetings, and then it is expected he will tower above all others. It is fortunate that the past has been dignified by the presence of a man of the

calibre of Dr. Harris. Several Democratic educators are getting their papers ready.

—The Detroit School Board has rescinded a former resolution which allowed only graduates of Detroit public schools to become teachers in that city. The following take its place:

“Resolved, That no applicants shall receive positions as teachers in the primary and grammar schools without fulfilling the following conditions: They must either be graduates of the Detroit Training school or they must have substituted 200 days after having passed an examination which would entitle them to admission into the training school; or they must give to the Committee on Teachers and Schools satisfactory evidence of having taught successfully elsewhere for three years.”

—It is a rare thing for a judge to side with a whipped boy when a teacher is sued for severity in punishment. The court usually thinks the boy deserved it. Judge Miller of Washington, in a case against Principal James Stewart, said in exonerating the principal: “It is a bad day for children when the power to correct children is taken away from the teacher. Instead of complaining, parents should praise the teacher for the interest manifested in their children. Spare the rod and spoil the child, and spare the child and spoil the rod.” It would be well if the same could be said about one of the judges of our province who lately fined a poor teacher forty dollars for having left the mark of his thumb and fingers on a stubborn boy’s arm while forcing him to submit to the usual discipline of the school. Our judges should have some consideration, when they become ultra humane, of the future prospects of the teachers whom they thus taboo by a judgment which is more or less of a momentary impulse.

—The teacher may give his pupils some notion of the great wealth which Jay Gould has lately been obliged to leave behind him from the following way of putting it: To get some idea of the vastness of the possessions of the late Mr. Jay Gould, let us take some interesting calculations. Suppose his millions to be changed into £5 notes, and these notes joined together in one strip, it would reach from London to Moscow. Suppose you change those notes into sovereigns, and place one sovereign upon the other, they would make a column seventy-three miles high. Suppose the sovereigns were to be transferred from one place to another, you would require an army of 11,400 porters, each to carry 112 lbs., or fifty-seven railway trucks. Suppose, again, those sovereigns were changed into shillings, it would take you nearly 240 years, working night and day, to give away one

shilling to each person, at the rate of ten persons each minute. You would have one shilling for every person in the wide world. There is one good story told about Jay Gould that will bear repetition. Once when he was in London he called upon the Rothschilds, to whom he was not known personally. A clerk brought back his card with a polite message, "Mr. Rothschild regrets that he is too busy to receive anyone just now, but he may inform Mr. Gould that Europe is not for sale." It is almost too good to be true.

—But in giving a lesson in ethics we would advise them to classify the following as a gross piece of impertinence :

"The late Jay Gould was close-fisted in his lifetime, nor did he become open-handed at the last, for it is said that not one dollar of his hundred millions has been left for a public or charitable object. There is consistency in this, but that is its sole merit; and it is a sort of consistency on which the world does not place much value. If it shows that Jay Gould was not ambitious to play the hypocrite, it also shows that he did not repent of having ruined thousands in making his own fortune. Were all wealthy men to follow his example, what an utterly sordid and selfish world this would be, as compared with what it is at present—and there are many who think that in those respects it is far from ideal. That he felt qualms of conscience like those that tortured the usurper of King Duncan's throne, is hardly to be conceived; yet if we may judge from the general bitterness of sentiment expressed regarding Jay Gould, Macbeth's description of himself was not inapplicable to the American Croesus in his later days—"

"My way of life
Is fallen into the sere, the yellow leaf;
And that which should accompany old age,
As honour, love, obedience, troops of friends,
I must not look to have; but, in their stead,
Curses, not loud, but deep."

Literature, Historical Notes, etc.

A railway has been opened this year between Joppa and Jerusalem. On the day of opening all the inhabitants of Jerusalem and the neighboring districts gathered near the railway station to do honour to the occasion, which was celebrated by a banquet. The line is now open for traffic; two trains run every day from Jaffa to Jerusalem and the opposite way, passing by the towns of Ramleh and Lydda and several villages. Tourists may now be assured of finding comfortable accommodation on their journey to Jerusalem. Starting from Jaffa in the afternoon at

two o'clock, they reach Jerusalem in three hours and a-half, arriving in the Holy City before six o'clock in the evening.

One of the Rev. Sydney Smith's characteristic jokes, in some conversational allusion to the first employment of passenger-steamers on the Levant coasts, is apt to be remembered. "Easy, stop her! Anybody for Joppa?" with reference to the familiar cry on board the Thames penny steamboat, had a rather droll effect. Jaffa, pronounced Yafa, is a town with some export trade in wheat, sesame, grain, oranges, silk and soap; a landing-place, of course, for thousands of Mussulman, Jewish and Christian pilgrims, the residence of a Turkish Kaimakam subordinate to the Pasha of Jerusalem. The harbor, for small vessels only, is a basin formed by natural rocks under water and by the remains of ancient works of masonry; its northern entrance, by the mole or pier, is endangered by sandbanks, and that from the north-west is very narrow. Larger vessels and steamers anchor in the roads half a mile from the shore; passengers are landed by the boatmen. The town, built of tufa, with narrow, dusty streets, lies on a yellow beach, at the foot of a rock, 116 ft. high; to the north are orchards and palmtrees. There is a Greek monastery on the quay, and a Latin hospice, founded in 1643, said to occupy the site of the house of "one Simon, a tanner"—but the Mohammedans claim this distinction for the site of a mosque near the Fanar, or lighthouse; an Armenian monastery, too, in which Napoleon, when it was a French military hospital, ordered the plague patients to be put to death by poison. At Jaffa, also, four thousand prisoners of war, by his order, were deliberately massacred. In the eighth century there was a Greek Church of St. Peter, on the supposed site of Tabitha's house. A German religious colony is settled at Saron, two miles from the town. Joppa was occupied in the twelfth century by the Knights Crusaders, and was the scene of conflicts between Saladin and Richard Cœur de Lion.

AN EASTER THOUGHT.

In lowland vale, the dearest far to me,
 Where nature hums as in a mead of flowers,
 I hear the sweet-lipped chimes arouse the lea,
 And wake its slow response to Sabbath hours.
 Within, the drowsy echoes find retreat:
 Without, the murmuring of springtide meet,
 Where cloistered brook sings in its nearer bowers,
 Till seems it, as if nature would begin
 An anthem in my being, ushering Easter in.

Of Sabbath morns, the precious of the year,
 Thy sweetness maketh meek the landscape's face,
 And from the dews of prayer distils a tear,
 To scent the heart, a chamber fit for grace.
 Where leads its course the soul oft wisteth not,
 When faith turns down the bridle-path of doubt,
 That winds about so oft a hapless maze ;
 Yet, ere thy paschal chimes have died away,
 Truth's highway broadens as it finds the sheen of day.

On wing of dawn new light illumines the soul,
 And wrestles with the world creeping in,
 While conscience reads, alarmed, the memory-scroll
 Of motives sabled by the breath of sin.
 Alas! how strength is weakness in the strife,
 We find within the narrowness of life!
 How can the soul be shriven amid the din?
 Not till it seeks its foster-strength in love,
 Not till it finds, through faith, a wisdom from above.

The sombre homestead, cowering in its nest,
 One day in seven, unheeds king rooster's call,
 But waits the clarion claims from spire addressed
 To break the gossamer bonds of dreamland's thrall.
 Yet, ere the dew hath lost its lingering drops,
 The smoke comes winding from the chimney tops,
 To signal me within the boundary wall,—
 Or others warn the homeward path to take,
 To greet the sounds of duty that are now awake.

Such respite-rest to all the world owes,
 And stint of toil enhances Sunday fare ;
 As round the frugal board the family shows
 A cheerful meekness void of secular care.
 From worldly themes the converse turns away,
 Though thoughts are busy with approaching day—
 With friends and neighbours who will soon repair,
 A wistful throng, to celebrate the hour,
 When Christian power, from sleep of death, arose to power.

And, thanks returned, the simple record's read
 How once the Son of Man atoned for man,
 More wondrous still, how rose He from the dead,
 That hopes immortal mortal love might fan.
 And from the family altar prayers ascend,
 That conscience, finding peace in faith, would end
 The day in peace, as only conscience can,—
 And that the elect would find communion sweet,
 Around the table where their privilege 'tis to meet.

The poor have little need for sumptuous laws,
 To bridle pride or love for dress impair,
 Yet, ben the house, the young folk seek their brows,
 That seldom ken as yet a week-day wear.
 If there's distress that thrift hath never borne,
 How doubly poor's the thrift, on Sunday morn,
 That hath no second better garb to air
 In God's own house : and so both old and young
 Adorn themselves, as best they may, to join the throng.

The hour draws near, at last the bells ring out,
 And echo answers from the solemn streets,
 As pass the worshippers with mien devout,
 To hear the story that their heart repeats.
 To worship God ! nay more with Him to feast !
 The emblems of His body's passion taste !
 And with the chimes the hum of life retreats
 Across the glebe, beyond the grass-hid mounds,
 Where saintship marks its rest within the church's bounds.

Within the sacred courts the snow-white lines,
 A space reserved, mark where the faithful meet ;
 Then cometh pause, when once the bell resigns
 Its claim to call. Each solemn wales a seat.
 The pastor and his friend from parish near,
 With measured pace, in central aisle appear,
 As regents of the feast. The elders seek retreat
 Within the pulpit's shade ; till " Let us sing,"
 In presence of the throne of God, the faithful bring.

The sermon o'er, appropriate for the day,
 The warrant read, a law for good and ill—
 What joy it is, a guest prepared, to stay ;
 What judgment 'tis, if unrepentant still.
 Then silence seeks anew to sift the heart :
 Its subtle rhythm, far beyond all art
 Of anthem-power, hath in it music's thrill :
 Is man the Holy Place, where finds he grace,
 Within its waking awe, his destiny to trace ?

A blessing craved, as first the feast was blessed,
 The patriarch-elders pass the emblems round,—
 The bread, the token of the world's unrest,
 The wine, the token of redemption found.
 The frailties of the flesh each sad reviews,
 The covenant-pledges broken each renews,
 Still seeking good within,—a higher ground,
 What is't to find ? Can man e'er reach the goal ?
 Is it to do or be that purifies the soul ?

Faith, courage takes, assurance comes of faith,
 And, prayer-becalmed, the pastor's friend draws near,
 To tell how love can conquer sin and death,
 And sanctify the soul through faith-girt fear.
 'Betray it not, nor yet thyself betray,'
 The preacher saith, 'Avoid the world's way ;
 With guidance from the truth thy path is clear :
 Though narrow is the way, it leadeth straight,
 Where peace and happiness the pilgrim's end await.'

The youthful of the flock have wondering seen
 The mystery of the feast. They know in part ;
 For who is wise to know what all may mean ?
 Who can attain true purity of heart ?
 'Tis theirs to join in praise with pure-eyed mirth,
 Receive the blessing, and discern the worth
 Of righteous dealing ; theirs to learn the art
 From piety matured,—God's flock in sooth,
 Though timorous as yet, to watch the ways of truth !

And then at length along the waking aisles,
 Solemnity apace, all wend their way,—
 The younger first, in haste for out-door wiles,
 The older soon to bid them mind the day.
 Friend greeteth friend in sober words and kind,
 A converse fitting for the day they find ;
 While some, with miles to go, yet fain to stay,
 To hear at eve the helper's eloquence,
 Have instant pressing welcome to their neighbour's spence.

In time dispersed, home duties them await,
 The interval delayed, thrift urgeth haste ;
 Some seek the bryres, some pass a-field the gate,
 To seek report of flocks or straying beast.
 The housewife and her handmaids have their cares,
 As each her portion of the meal prepares,
 The auld man, thinking less to-day of waste
 Than plenty for his waiting guests, moves round,
 To urge a sitting down as soon as things are found.

Nor of the day do they for long forget,
 As round the table all have ta'en their place :
 The tribulations that the saints beset,
 The judgments fallen on men for lack of grace.
 The doctrines of the sectaries, false and true,
 The watchwords of the churches, old and new,
 Reforms of eld, both orthodox and base,
 The seniors sore discuss ; while still the young,
 In admiration of the lore, restrain their tongue.

Yet even they to purpose converse hold,
 Belyve outside the steading on the green,
 Of pastor-prophets, virtured pure as gold,
 Of prowess for the faith in battle seen.
 Of sect-craft, and the ties of church and state
 They hesitate to talk, but fond relate
 The tales of church-romance : for well I ween
 The record of the martyrs they have known,
 Since e'er their pride awoke, to prize the land their own.

And then, from far and near, as sinks the sun,
 The country-side assembles, keen to hear
 The helpmate preacher. Service elsewhere done,
 The sympathies of sect may disappear.
 The venerated walls enclose a throng
 Who lift their voices in the sacred song,
 "All people that on earth." How stirring, clear
 The grand old chorus is when thus enchoired !
 How from a thousand hearts the words ring out inspired !

Nor is there need to linger o'er the scene,
 No need to tell what words the preacher found
 To stir his hearers' hearts. The tears between
 The joys aroused, to tell were empty sound,
 Compared to what was felt. And yet renewed,
 Such scenes reveal the mystery of the good
 In God and us : by them is ever crowned
 The fading glory of the human that's divine :
 Through them the good and true becometh thine and mine.

Yes, thine and mine, my friend ; and who shall dare
 With ruthless hand from us such memories steal ?
 Who from the past its fringe of sweetness tear,
 As narrowness its giddy joys reveal ?
 Our lives are God's, not ours, to make or mar ;
 Our loyalty is His, in country near or far ;
 Our homes are His, within His commonweal ;
 And lingering o'er the scenes of bygone time
 Makes, more and more, both here and there, our lives sublime.

Practical Hints and Examination Papers.

—A pupil was one evening puzzling over a French exercise which formed one of his home lessons, when his mother, who has some knowledge of that language, asked him how he was progressing with his task. "Not at all, ma," said he. "I wish you would help me to get it right." The good lady proceeded to help him to the best of her ability, and between them they managed to finish the exercise in a way. "Were there many mistakes in your French exercise?" she

asked, when the boy came home from school next day. "Oh, yes, a good many," was the reply. "I thought there would, it was so difficult," said she. "Did the master ask if you had help?" she queried. "Yes," replied the boy, "and I told him pa helped me." "Why did you tell him that?" asked the amazed mother. "Well, ma," replied the young hopeful, "I didn't want the master to know that you didn't know French better than that."

—It is impossible to imagine a relation between two human beings more interesting, more beautiful, than that between the teacher, as he ought to be, and the taught. The one loves the other as the confiding recipient of instruction which is delightful to convey; and the affection is returned to him in all warmth of sympathy and gratitude.—*J. Simpson.*

MODEL SCHOOL AND ACADEMY DIPLOMAS.

Geography.—One hour.

1. Name, and give position of five colonies of Great Britain, not including the Dominion of Canada; mention also their chief towns.

2. In what countries of Europe are coal, iron, lead, petroleum, found; in Asia, coal, iron and silver, and in what part of Africa, iron, copper and diamonds?

(In Europe and Asia mention only one country to each mineral.)

3. Describe shortly the following seas: Okhotsk, Behring, and Red; the Maldive, Canary and Newfoundland islands, and give the position of the cities of Lassa, Aden and Quito, mentioning any peculiarity of each.

4. Bound, and give main physical features of Africa.

5. Give a sketch map of Australia with position of the cities of Sydney, Brisbane and Melbourne.

Drawing.—1½ Hours.

1. Draw the above example to fill three quarters of your paper, and give the order in which you proceed.

2. At what stage should a pupil begin to draw from the object or model.

3. Give directions for "lining in" a drawing.

4. Under the following heads give directions for measuring in drawing from the model: (a) position; (b) measurement; (c) application to the drawing.

5. If a cube lies parallel to the ground and in such a manner that the lines parallel to the ground appears to recede from the spectator, in what direction will they run if the cube is above the level of the eye? 2nd, if below the level of the eye?

Book-keeping.—One hour.

1. Describe your method of preparing a "Balance Sheet." State briefly as possible your method of classifying accounts.

2. Define "Bill of Lading," "Bonded Goods," "Bill of Entry," "Consignment," "Manifest," "Letter of Credit," "Salvage."

3. Explain the following terms used in book-keeping: "Bills payable," "Stock," "Shipment," "Account Sales," "Acceptance," "Drawee," "Protest."

4. Journalize the following transactions:

1. July 1st, 1891. Invested in business cash \$400; merchandise \$4,750; a note for \$600 in favor of John Hill, signed by W. Willing, and endorsed by H. Cooper, dated May 18th, 1891, at 90 days; an accepted draft for \$500 drawn by H. Simpson, on George Dean, May 10th, 1891, at 90 days, and accepted May 15th; R. Manning's account \$300; Real Estate \$3,000.

2. July 2nd. Sold McCrea Bros. Merchandise as per invoice \$200; received in payment cheque on Ontario Bank for \$100, their note for balance.

3. July 3rd. Shipped R. Manning \$3,000 worth of merchandise, $\frac{1}{2}$ from store-house, balance bought from J. Heal on my note at 30 days.

5. Write out the business forms required in question IV. I.

Botany.—One hour.

1. What are the chief uses of the calyx, corolla, pistils and stamens in the case of any plant?

2. Explain the botanical terms protoplasm, monocious, peduncle, bract, cotyledon, sagittate, glabrous, petiole, and ovale.

3. To what order do the following plants belong, dandelion, milk-spurge, nightshade, hounds-tongue, mait, wintergreen, goosegrass, trillium, moss, and mushroom!

4. Show the difference between a corn, a tuber and a bulb, give the names of specimens of each. Distinguish also between a root and a rhizome.

5. Explain how the purpose of fertilization is effected in a plant, and describe the process of germination.

6. Mention some of the materials of which the substance of a plant is made up; describe the process of their respiration, and the character of their food. Name any plants that may be termed carnivorous, and explain the method of imparting various colours to flowers.

ELEMENTARY, MODEL SCHOOL AND ACADEMY DIPLOMAS.

School Law and Regulations.—One hour.

1. What formalities are required for the (a) engagement, (b) resignation, (c) dismissal of a teacher?

2. What are the legal privileges of a "school visitor?"

3. Write short notes upon (a) "monthly fees," (b) "school municipality," (c) "school district."

4. What persons have a right to dissent?

5. What is the difference between commissioners and trustees as to (a) number ; (b) duties and powers ?

6. How are text-books authorized for use in schools ?

7. Article 175 of the Regulations of the Protestant Committee is divided into 24 sections concerning the duties of teachers.

(Give 12 of these sections, in your own words if you like.

Physiology and Hygiene.—One hour.

1. During the process of digestion what takes place in the mouth, stomach, intestines, heart and lungs, respectively ?

2. Show by a diagram the different parts of a tooth. How many teeth has an adult ? What rules should be observed in order to preserve the teeth ?

3. State clearly the course of the blood through the heart and other blood-vessels ? What is the "pulse."

4. What would you do in each of the following cases,—fainting, deep cut in hand, nose-bleeding, burn, acid poisoning ?

5. State briefly all your objections to the use of tobacco. Why is cigarette smoking so injurious to the young, as to be prohibited by the law in many places ?

MODEL SCHOOL DIPLOMA.

Geometry.—1½ hours.

1. If a side of any triangle be produced, the exterior angle is equal to the two interior and opposite angles ; and the three interior angles of every triangle are together equal to two right angles.

2. If the square described on one side of a triangle be equal to the squares described on the other two sides of it, the angle contained by these two sides is a right angle.

3. If a straight line be divided into any two parts, the rectangle contained by the whole and one of the parts, is equal to the rectangle contained by the two parts, together with the square on the aforesaid part.

4. In obtuse-angle triangles, if a perpendicular be drawn from either of the acute angles to the opposite side produced, etc.—Finish the enunciation and prove the proposition.

5. How many kinds of "Propositions" are there in plane geometry ? Name them and give examples. Name and describe the different parts of a "Proposition."

6. The bisectors of the three angles of a triangle meet in one point

French—Two hours.

1. Traduisez un des passages suivants :

(a) Par Malheur, Charlotte était restée seule, avec son père, à la tête d'une grosse ferme plus arrentée de dettes que de revenus, si bien que l'ouvrage succédait à l'ouvrage, et que la pauvre fille, qui n'était point fait à tout de soucis, tombait souvent en désespérance, et se mettait à ne rien faire pour mieux chercher le moyen de faire tout.

(b) L'enthousiasme le plus vrai, le plus extraordinaire, accueillit Colomb à son arrivée, toutes les cloches sonnèrent, les magistrats, suivis de tous les habitants, vinrent le recevoir sur le rivage ; on ne se laissait pas de le voir, de l'admirer de le questionner ; son voyage pour se rendre à la cour d'Espagne fut un triomphe continué.

2. Quelle espèce de mot est *tout* ? Exemples.

3. Qu'y a-t-il à remarquer dans les verbes pronominaux ?

4. Nommez 3 adverbess de chaques catégorie et dites leur position dans la phrase.

5. Où se place le pronom objet ? Nommez les pronoms objets indirects et les pronoms disjoints.

6. Quelle construction emploie-t-on après *il faut* !

7. Conjuguez interrogativement l'Indicatif Présent, affirmativement le futur simple et négativement le futur antérieur de *aller, se rejouir, voir, rendre*.

8. Traduisez : The more useful a thing is, the more praiseworthy it is.—He is a professor.—All men of letters consider Victor Hugo as their master.—Whatever your intentions may be, your conduct will be blamed.—Do not speak to them about it.

Correspondence, etc.

To the Editor of the EDUCATIONAL RECORD :

DEAR SIR,—The educational authorities of our province, should they come to revise the course of study, ought to make some change in the drawing. As I see by one of the Ontario papers an important resolution was passed at one of the Teachers' Associations of that province making a change in this direction, and I would really like to see the subject classified in our province under the optionals of our Model Schools, with, perhaps, a little more freedom to the teacher in the methods to be adopted. Yours sincerely, MODEL SCHOOL.

Editor EDUCATIONAL RECORD :

DEAR SIR,—There are some who do not seem to agree with the *Old Schoolmaster*, that a man must have the stamp of an institution upon him, if he is to be recognised among the competent. The legislature is about to demand a diploma from our School Commissioners in future, a certificate from some person in the parish that they can read and write. Mr. Turnbull, of the *Open Court*, thus speaks of the diploma craze, as he all but calls it, that is to be found in educational circles across the line, and although I do not agree with him in his ironical mood, there may be something of interest in what he says to those who have no diplomas of any kind to stand as a recommendation of their ability.

"Among the superstitions common to our people," says Mr. Turnbull, "is the delusion that magic lies in a 'diploma,' so that if a man can only obtain that, he becomes qualified for any trade, profession, or calling he may choose to put his hand to. It will soon be that a

man must have a diploma before he can be permitted to earn an honest living at anything. He must pass an examination before he can be a lawyer, or a doctor or a druggist, or a dentist, or practice this, that, or the other useful trade. The excuse for all that interference with our natural rights is, that society at large is interested in skilful and competent practitioners. Thinking the matter over, I am wondering whether it would not be well to demand some sort of a diploma before allowing a man to practice as a statesman, either in the provinces or in the National Congress. To be sure, many practicing statesmen would be found ineligible, but is not 'society at large' as much interested in competent lawmakers as in competent lawyers, or plumbers, or civil engineers? For instance, would not a diploma have been found useful in the case of that eminent statesman who introduced a bill into the legislature, forbidding oysters or clams to be sold in bulk in the State of Illinois, and requiring that they be sold either in the shells or in air-tight cans? And in the case of his colleague, who proposes a law declaring all persons ineligible to matrimony who cannot show a certificate that they are able to read and write in their own language?"

If this rage for the certificate is to be carried to its full extent, would it not be well for the political factions at Ottawa to combine in passing a law that no man should be allowed in future to run an election unless he has in his possession a parchment to the effect that his loyalty has never been impugned, and that he believes in teaching loyalty to the rising generation of the Dominion? Yours, etc.,

A TEACHER WHO VOTES.

Books Received and Reviewed.

[All books for review and exchanges are to be directed to Dr. J. M. Harper, Box 405, Quebec, P.Q., and not to Montreal.]

EXTRACTS FROM EUTROPIUS, edited by Prof. J. B. Greenough of Harvard University, and published by Messrs. Ginn & Co., Boston, U.S.A. This is issued as the first of a series of *Sight Pamphlets* which will give, according to the announcement of the publishers, selected passages from the Latin authors with suggestive remarks and notes. For readiness in translation, these selections are sure to meet with acceptance by our college students.

THE PRINCESS, by Lord Tennyson, with Introduction and Notes by Prof. Percy M. Wallace, M.A., and published by Messrs. Macmillan & Co., London. The editor of this text-book expresses his obligations to Dr. S. E. Dawson, lately of Montreal and now of Ottawa, who, it will be remembered, issued his "Study of the Princess" about ten years ago,—a work that received the most favourable criticism at the hands of the English magazines. Prof. Wallace's work is very complete, including a general introduction which deals with Tennyson as a man and as an artist, a well written criticism of the poem as a whole, the poem itself, copious notes and an index.

PRINCIPLES OF EDUCATION, by the Rev. Malcolm MacVicar, Ph.D., LL.D., formerly principal of the Potsdam Training School, and lately chancellor of McMaster University, Toronto, and published by Messrs. Ginn & Co., Boston. Dealing with the problems of education in the form of propositions, Dr. MacVicar deserves well of the young teacher, who will find from his present work ground for developing thought and investigation in his important calling. Every page of the volume bears the impress of the industry of an educationist of wide experience and deep insight.

THE NATURAL OR SCIENTIFIC METHOD IN EDUCATION, by Professor Wesley Mills, M.A., M.D., F.R.S.C., of McGill University, and reprinted from the *Popular Science Monthly*. The teacher who would know the fundamentals of the "new education" should secure a copy of this pamphlet, which is written in that incisive style of Prof. Mills which carries conviction with it. The practical schoolmaster may not agree with him for a time, but his propositions are not to be set aside by neglect or professional prejudice.

THE SKETCH BOOK, by Washington Irving, edited by Mr. G. A. Chase, B.A., of Jarvis Street Collegiate Institute, Toronto, and published by Messrs. W. J. Gage & Co., Toronto. We recommend this volume for the school libraries of the province. With its biography, composition, critical and explanatory notes, it will make an excellent addition to the text-books for supplementary reading.

LA CHUTE, from Victor Hugo's *Les Misérables*, edited by Dr. H. C. O. Huss, Professor of Modern Languages in the College of New Jersey, Princeton, and published by Messrs. D. C. Heath & Co., Boston. This is another addition to the Messrs. Heath's *Modern Language Series* which has become so deservedly popular. As an extract from the greatest novel of the century, this the last selection of the series will be welcomed by the students of French in all our schools and colleges. With Dr. Huss's introduction and notes, it becomes easy as well as interesting reading.

A FRENCH READER, by Rev. Alphonse Dufour, S.J., Professor of the French Language and Literature in Georgetown University, and published by the Messrs. Ginn & Co., Boston. This compilation is intended to serve as a companion to the editor's French grammar, and contains a well selected collection of extracts from the best writers. The selections are preceded by short biographical notes concisely written, and containing the information which the student really requires.

MACMILLAN'S COURSE OF FRENCH COMPOSITION, by G. Eugène Fasnacht, formerly of Westminster School, and published by the Messrs. Macmillan & Co., London and New York. He who would know the French language thoroughly must give his days and nights to the translation of idiomatic English into idiomatic French, and this work, with its parallel French-English passages and classified French model extracts, has been specially prepared to assist the student who has determined to succeed as a French scholar. We know of no work that has surpassed it, in its arrangement and grading of exercises.

Official Department.

THE PROTESTANT CENTRAL BOARD OF EXAMINERS.

List of Candidates who obtained diplomas in July, 1892, arranged in alphabetical order.

(NOTE.—Elementary candidates marked with a star have passed in *French, Algebra and Geometry.*)

SECOND CLASS ACADEMY DIPLOMAS.

Chalk, B.A., Walter.	McRae, James.
Curry, B.A., Edward L.	McRae, Robert.
Fraser, M. Ethel V.	Von Island, B.A., Lawrence D.

FIRST CLASS MODEL SCHOOL DIPLOMAS.

(Granted without examination to candidates holding Second Class Model School Diplomas on the ground of success in teaching.)

Fuller, George D.

SECOND CLASS MODEL SCHOOL DIPLOMAS.

Arkley, Lorne M.	Macdonald, Mary Eleanor.
Ahern, Kate.	Mooney, Nina Eusebia.
Arnold, Gertrude.	Marsh, S. Mary.
Butler, John A.	Morrill, Victor E.
Baird, Ellen.	Miller, Grace.
Boutelle, Mary Winnifred.	McBurney, Charles.
Bradshaw, Sarah Louise.	McFadden, Jane Elizabeth.
Blackford, Lizzie.	McNaughton, Wm. Gilbert.
Evans, Thomas H.	McDiarmid, Maggie.
Elliott, Mary Jane.	Neville, Mary Elizabeth.
Fisk, Amy Golda.	Numms, Jennie Elizabeth.
Ford, Chas. Wm.	Rugg, Jennie Hurd.
Forbes, Laura Jane.	Simons, David.
Fraser, Wilhelmina.	Stobo, Elizabeth Lindsay.
Gardner, Margaret.	Stobo, Jessie.
Hanran, Maggie.	Solandt, Jane Lydia.
Hunter, Effie May.	Snyder, Alma M.
Hooker, Mary Augusta.	Savage, Mary E. B.
Hodgins, Richard R. W.	Stewart, Lillian E.
Henderson, Emma.	Stinchour, Norman P.
Ives, Nellie Leona.	Temple, Edith A.
Johnston, Alfred.	Tompkins, Minnie Clarissa.
Johnston, Henrietta Mary.	Van Vliet, M. Leonie.
Kathan, Jane Elina.	White, Laura E.
Lipsey, John.	Wood, Helen G.
Lewis, Clarissa J. R.	

FIRST CLASS ELEMENTARY DIPLOMAS.

(Granted without examination to Teachers holding Second Class Diplomas on the ground of success in teaching.)

Arthur, Christine.	McKenzie, Agnes.
Allan, Margaret D.	McKillop, Katie E.
Hanna, Charity.	McKechnie, Grace.
Jamieson, Kate M.	Planche, Eva M.
Johnston, Elizabeth.	Robertson, Mrs. Isabella H.
Kinghorn, Mary.	Young, Janet E.
Morrison, Annie.	

SECOND CLASS ELEMENTARY DIPLOMAS.

*Armstrong, Alice Jane.	Davis, Isadore H.
Arthur, William Joseph.	Douglas, Maggie.
*Alcomkrack, Lydia A.	Elliott, Diana.
Anderson, Jennie A.	Edwards, Mary Almina.
*Adams, Alida W.	*Elder, Elizabeth.
Brouard, Gertrude.	England, Nellie G.
Borloz, Félicia.	Farrell, Emily C.
*Bullock, Carrie Ella.	Fowler, Anna Catherine.
*Blane, Eva Maude.	Fairservice, Mary Janet.
*Blake, Annie A.	Forrest, Olive Elvira.
*Baxter, Phœbe Grace.	*Fraser, Annie Mary.
Beckett, Annie Laurina.	Greenlay, Mary Mildred.
*Bushell, Sarah Ann.	Guthrie, Emma N.
Bulman, Edith D.	*Hindley, Margaret Maria.
Baxter, Laura Irene.	Hughes, Nellie Elizabeth.
*Beattie, Elizabeth.	Hovey, Mrs. Lois.
Blake, Nellie G.	Halpenny, Martha.
*Carbee, Charlotte Elizabeth.	Hunter, Elizabeth Mary.
*Carbee, Catherine Louise.	Hughes, Wilmina.
Cochrane, Janet.	*Harvey, Sophronia.
Carter, Ellen Margaret.	Hovic, Maud Elsie.
*Chalmers, Maggie Maud.	*Heeney, William B.
*Cameron, Gertrude Irene.	Hamilton, Hugh Edward.
Cochrane, Marion L.	*Hill, Frances Matilda.
*Chamberlin, Charles Versel.	Harbison, Maggie Amelia.
Coombe, Annie Matilda.	Hunting, Cora M.
*Chandler, Ethel E.	Hall, Susan J.
Campbell, Hattie.	*Ives, Gertrude A.
*Cooke, Maud.	*Jones, Charles George.
Chute, Carrie Marion.	*Johnson, Frances Augusta.
*Davies, Bessie.	*Kidd, Caroline.
*Dobie, Elizabeth Agnes.	Kellar, Annie Maria.
*Doray, Maud Alice.	Little, Bertha Agnes.
*Dunn, Elizabeth Alice.	Lowey, Jennie E.
Davies, Nelson C.	Little, F. Eveline.
Davidson, Alice Victoria.	*Lyster, Mabel Ida.

- *Lachance, Papin dit Olivine.
 *Lyster, Maggie D.
 *Lindsay, Margaret Jane.
 *Little, Sarah F.
 *Lawson, Alla Bertha.
 Lamb, Ella E.
 *Lumsden, Lizzie M.
 Moffatt, Margaret.
 *Marston, Clarissa Irene.
 Macfarlane, Susan McKinnon.
 *Morrison, Margaret Ann.
 *Mabon, Mary.
 *Marlin, M. Eliza.
 Moses, Edith May.
 Macfarlane, Jennie.
 *Mackay, Ida.
 Martin, Samuel Robert.
 *Mitchell, Clara May.
 Morrison, Maggie.
 *Moffatt, Eliza.
 Morrison, Janet G.
 Morrison, Ida Georgina.
 *Miller, Martha.
 *MacMillan, Florence Adalene.
 *McKee, Annie.
 *McGowan, Beatrice Maud.
 *McIntosh, Maggie.
 McCullough, Elizabeth.
 McDowell, George Henry.
 McFadden, Ellen Agnes.
 McKenzie, Robenia.
 *McHardy, Jennie.
 *McKay, Christina.
 McKenzie, Maggie D.
 *McDonald, Annie.
 *McWilliams, Bella.
 *McFarlane, Bella A.
 *McNaughton, Anna Isabella.
 McLean, Norman.
 McHardy, Annie.
 Newell, Edna Mary.
 Norton, Myrtle Estella.
 *Nicholson, Mary J.
 *Neill, Joseph Kennedy.
 *Norris, Emma Louisa.
 Pattison, Janet McCredie.
 *Pettes, Dean H.
 Palmer, Alfred John.
 Robinson, Janet.
 *Richards, Susan Mary C.
 Robinson, Barbara Alice.
 Richardson, Edith.
 *Ryan, George Henry W.
 *Ross, William Walter.
 Shorten, Elizabeth Jane.
 *Suddard, Maria Charlotte.
 Smith, Fidelia.
 Soles, Sarah Ellena.
 Sunbury, Adaline Flavia.
 Smith, John Allen.
 *Stevens, Louisa Sophia.
 Smith, Alice M.
 *Topp, Jennie Ann.
 Towle, Mary A.
 *Tibbits, Ethel M.
 *Temple, Josephine.
 *Wiggett, Winifred Augusta.
 *Wilson, Margaret Annie.
 Wood, Sarah Ann.
 *Whelan, Sarah Agnes.
 *Westover, Egbert William.
 *Wallace, Mabel Louise.
 *Wheeler, Nellie Theodosia.
 *Whelan, Sarah Abigail.
 *Wright, Florence Elizabeth.
 *Weld, Emma A.
 Young, Janet.

THIRD CLASS ELEMENTARY DIPLOMAS.

(Valid for one year only.)

- Ashton, Annie Alice.
 Ames, Grace Emma.
 Couch, Harriet Ruth.
 Cochrane, Magdaline.
 Carey, Mary Jane.
 Duffy, Irena R.
 Emery, Emily P.
 Emmett, Mary Alice.
 Farmer, Nellie Mabel.
 Gordon, Mary Jane F.
 Humphrey, Frederick C.
 Horner, Mary Ann.

Irwin, Margaret Elizabeth.	Patton, Jessie M.
Jones, Evalena Maud.	Sadler, Ann Jane.
Kathan, L. P.	Sadler, Katie.
Lamb, Lucy Janet.	Tipping, Alexander.
McCarthy, Nellie.	Thompson, Margaret.
McOuat, Margaret E. C.	Thacker, Elizabeth C.
Norris, Mary Jane.	Thornton, Mary C.
Neville, Annie.	Vernier, Eadie Lydia.
Powell, Ida Mary.	Walbridge, Helen.
Philbrick, Alice F.	Woods, Lucy Blanche.

THIRD CLASS ELEMENTARY DIPLOMAS.

(These candidates will be entitled to Second Class Elementary Diplomas upon passing a satisfactory examination in two subjects in July, 1893.)

Armstrong, Isabella.	Hammond, Isabella Esther.
Barber, Martha.	Jackson, Beatrice Gertrude.
Brook, Florence Morgan.	Jersey, Lillian Amanda.
*Bridge, Lucian Edson.	Lagrove, Eva.
Boyd, Helen Jessie.	McEachern, Marian.
*Cruchet, Perside E. L.	McCourt, Mary Wood.
Colton, Mary Stuart.	McDougall, Mary Jane.
Chadsey, Grace R.	McTaggart, Chas. Arthur.
*Colton, Gula Ann.	*Miner, Myrtie E.
*Craik, Janet Clemy.	Morrison, Maggie Jane.
Covey, Luella O.	Pellerin, Phylinda.
Doherty, Elspeth Eunice.	Pickle, Laura Bernice.
Devenny, Lois Lucretia.	*Phelps, Blanche A.
Elliott, Elizabeth Ann.	Smith, Mary Melissa.
Eddy, Ethel Nancy.	*Seton, Jessie Margaret.
Fleming, Hattie L.	*Toof, Lizzie M.
Glenday, Minnie May.	Wilson, Edna Ellen.
Hussey, Maria Lucinda.	Worby, Myra Augustie.
Haines, Mary Louise.	Whyte, Margaret.
Hodge, Ella Kate.	

GENERAL SUMMARY OF RESULTS.

<i>Candidates.</i>		<i>Diplomas Granted.</i>	
Men	40	Failures	33
Women	285	Elem. to M. S. Candidates . . .	42
For Optional Subjects	124	M. S. to Academy Candidates .	2
For Supplementals	35	3rd Elementary	32
For 2nd Elementary	202	3rd Elem. with Supplemental .	39
For 1st Elementary	13	2nd Elementary	150
For 2nd Model School	94	1st Elementary	13
For 1st Model School	1	2nd Model School	51
For 2nd Academy	10	1st Model School	1
Total No. of Candidates	325	2nd Academy	6
		Total	325