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THE
EDUCATIONAL RECORD
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Articles: Original and Selected.

WHO ARE PROFESSIONAL TEACHERS.*

The profession of teaching in Greece approached more nearly to our ideal than did that of any other ancient nation. The Sophists were itinerant teachers, but Plato, Aristotle, that grand teacher, Socrates, and those other illustrious spirits of the age, were the first to give serious thought to the science and the art of education; and from them we have still much to learn.

In Rome, we find the best example of the practical, utilitarian teacher. The child was to become either a statesman or a soldier, and nothing must be taught him that would not be useful in one or the other of these pursuits. The teachers were narrow and mechanical, and contributed nothing to educational literature.

In the middle ages, the church united with the state, assumed control of education, and the inevitable result followed: religion degenerated into a blind idolatry, the masses were left in the most degraded ignorance, and often even the bishops, the teachers, did not know the alphabet. But such a condition of affairs was not to last. Busy minds were at work to strike the shackles from their limbs. The exponent of the new faith, new, yet old as the human race, announced the startling fact that it is

(* A Paper read before the South-western Association of Teachers by Mr. S. B. Todd, of Stirling).

not by rituals and conventicles, but by a simple belief, that man is to attain the consummation of his hopes. But a single man, although one of the greatest teachers the world has ever seen, could never have wrought the mighty change that followed, had not the popular mind, thirsting for liberty of conscience, been prepared by invisible forces. The Germans had long been pondering the relation between church and state, and when Luther nailed his theses to the cathedral door at Wittenberg, he wrote the liberties of Germany in words that were taken up and echoed from the Baltic to the Rhine.

The spirit of the reformation had a far-reaching influence upon education. The church was divorced from the state, and the state again took charge of education. Schools were opened, universities established, and the land of the Black Forest took the position it has since retained as the educational centre of the globe.

"From this time on, education," says Compayré, "is in possession of its essential principles, and the differences of opinion as to who shall belong to the profession depend for the most part upon the points of view from which the question is observed. The principal points of view are those of the state, the world, and the profession itself."

The states regards ignorance as a menace to good governments, and hence has established schools. Moreover, it has been found that the people are not competent judges as regards the matter of fitness; that they may be easily imposed upon in such cases; and hence in every state there is some standard by which the would-be teacher is tested. The test is different in different states, ranging from one to thirty-two branches in which the applicant must pass an examination. In most states there are two kinds of certificates, county and state, and from one to three grades of each of these. Each state has provided normal training, and a normal graduate receives a life certificate to teach. As yet, little has been done by the state, except to protect the people from charlatans and quacks; little has been done to foster and develop the profession. But there are also exceptions to this statement. In some states, after from one to five years' successful teaching, and sufficient evidence of the scholarly spirit, a teacher is granted a professional certificate, but unfortunately, a

few more years' teaching and another examination entitles her to a permanent certificate, thus placing the right to teach for life without an examination, above the honor of belonging to the teaching profession. However, in all states that recognize the profession, we may say, that the requirements for membership are:—a knowledge of the subjects to be taught, a slight acquaintance with educational science, and a knowledge of the art, as shown by successful work, or by a normal training.

The world has changed since Goldsmith wrote, and we no longer see it gazing with open-mouthed wonder as such foats as the pedagogue of Auburn could perform.

“Lands he could measure, terms and tides presage,
And e'en the story ran that he could gauge.”

No, teachers of the present day are expected to know all there is in the heaven above, the earth beneath, or the waters under the earth. They receive no especial credit for having the necessary requirements, but woe to them if they have them not. They must take care of babies with all the affection of mothers, but without rocking chairs or cribs; “they must teach the science of health with all the learning, but without the pay of the physician; they must inculcate the principles of morality with all the impressive sincerity, but without the sectarianism of the minister; they must be altogether more patient and discreet than parents, and more even-tempered than God Almighty himself; for he was ‘wroth’ when he punished the wicked, whereas, if a teacher punishes in anger, he is guilty of an assault and battery;” they must understand the science of ventilation as thoroughly as an architect does; they must understand human nature, but must see it only on the good side; they must understand the usages of the world and of fashionable society, and yet stand aloof from both; they must govern uncouth and incorrigible children, even when the parents fail, and they must turn the hopelessly ignorant and wicked to the wisdom of the just. Such are few of the requisites of successful teachers; and, at the same time, as a class, they are regarded as fit for nothing else—women who can't marry, and men who cannot make a success in any profession. It used to be said, that when a farmer had a boy who was good for nothing, he made a preacher of him; (if it wouldn't be telling a family secret, I might say that I was in-

tended for a preacher myself;) but now the idea is, that the farmer makes the preacher out of whichever boy he can, and makes the school teacher of the one that is good for nothing. Still, our lives are not all clouded: some pity us, some sympathize with us, and some call around occasionally and tell us that we occupy the grandest position on earth. It is ours to take the young and plastic mind and mould them as we will. From the standpoint of the world, the teaching profession does not occupy a very high position; and, as I have said, about the only requisite is an inability to do anything else. But, then, to compensate for this, they pay us salaries which enable us to live—upon the charity of our friends when we fall sick. "The fault, dear friends, is not in our stars, but in ourselves, that we are underlings." An avocation is judged, not by the best there are in it, but by the standard of admission; and so long as our standard of admission is such that an average student of the grammar grade can pass the examination, so long will our avocation be regarded as it is at present. Then we do not live up to the standard, low as it is. If a large number of teachers in a certain county fail, the required percentage is changed, so that there may be enough teachers to fill the schools; whereas, if it had not been changed, there would have been a greater demand for teachers, higher salaries would have been paid, good teachers would have come in from somewhere else to fill the places of those who failed, the cause of education would have been benefitted, and the standard of the profession would have been maintained.

When we consider the question from the standpoint of the profession, even here we find considerable difference of opinion. Of course all agree that no one belongs to the profession who has not special fitness, special preparation, and who does not enter into the work with his whole soul, but differ as regards principles and methods. There is a class of educators whose principal stock in trade is sentiment, gush and enthusiasm, and who have an idea that any opinion or method that is not stamped with that all-powerful word "new," as a trade mark, is absolutely worthless; they believe that those only should belong to the profession who believe in "oral instruction only," "sense training," "practical education," "manual training," "art education," "no technical grammar, geography or arithmetic," "no dry routine,"

"no spelling book," "no mental arithmetic," "grammar without language" and "language without grammar." and who talk aimlessly of "intuition," "spontaneity" and "nature," and whose principal object, in primary work especially, is to furnish a passive entertainment for the children. On the other hand, there is a class of teachers who think that "what is entirely new in education is not true; and what is essentially true is not new." They believe that the education of the future is to be an evolution out of a good past; not a revolution, overturning the existing order of things. They believe it is unprofessional to resort to the methods of the patent medicine vendor to tickle the public, and advertise their wares; nor do they believe that the true teacher feels that he is not doing his duty unless he makes some change with each succeeding term. They believe that the principal business of the educator of to-day is to know what has been done in the past, avoid the errors of his predecessors, and apply the truths discovered by them to the education of the present.

But I imagine I hear you say, "Who do you think should belong to the teaching profession?" I might answer by describing an ideal teacher; but as we cannot all be ideal teachers, and yet desire to belong to the profession, and as I fear that with people and pupils as they exist at present, an ideal teacher would make a sorry success, I shall content myself with noting a few characteristics of the professional teacher:—

1. He should understand the science of education. It is not sufficient to understand the art empirically, as doctors used to learn the art of killing people; but he must understand the fundamental principles which underlie the whole fabric of education.

2. He must have entered upon his work for life, not as a stepping stone to some other profession, to marriage, or as a semi-respectable means of earning his bread and butter.

3. He must make of his work an intellectual employment, not a trade, doing as *Sir Opie* did with his paintings, "Put brains into it."

4. He must be especially prepared for his work, either in a school adapted to his needs, or by private study in connection with his teaching. In addition to the subjects required to be taught, he should understand the sciences of physiology, hygiene, psychology, logic, æsthetics, ethics and mental physiology.

5 He should possess a good temper, cheerfulness, a modicum of common sense, a goodly amount of enthusiasm, a great deal of tact, a world of wisdom and a little wickedness; he should always be a learner, should avoid pedantry as he would the plague, should have faith in the infinite possibilities wrapped up in the children, and should possess the divine power of rousing the "slumbering, unsuspected best" in those with whom he comes in contact. He should possess these and many more qualities which I shall not tire you by mentioning.

You think, perhaps, I have taken a gloomy view of our work; but with all the disadvantages of the profession, and there are many, I know of none in which it is on the whole more satisfactory to work; none in which one can get more out of existence; none in which a conscientious worker can live a fuller, rounder, more complete life; none in which there are better opportunities for self-development, and none in which the prayer of the poet can be better realized:

" This is life to come,
Which martyred men have made more glorious
For us who strive to follow,
 May I reach
That purest heaven—be to other souls
The cup of bliss in some great agony,
Enkindle generous ardor, feed pure love,
Regret the smiles that have no cruelty;
Be the sweet presence of a good diffused,
And in diffusion ever more intense!
So may I join the choir invisible
Whose music is the gladness of the world."

May we all realize this prayer, remembering ever that "teaching is the noblest of professions, but it is the sorriest of trades."
—From the *Western School Journal*.

Editorial Notes and Comments.

—Another of our educational lights in the Province of Quebec has gone out, and this time it is the medical faculty of McGill University in particular and medical science in general that have to mourn the loss. There were few of Dr. Howard's profession

in Canada whose reputation was so widely recognized as his was. His skill as a practitioner and his personal influence as a teacher were known to every one in the city of Montreal, and in the other cities of the country, and now that he has gone, we begin to learn from the lips of those who were intimately associated with him, many of those personal traits in his character which endeared him to all his friends. Dr. Craik, in announcing the results of the late session, made use of the following words in referring to the death of the Dean of the faculty he represented :—

“My appearance here to-day to announce the results of the session of the Medical faculty which has just closed, is a reminder of the great loss which the faculty has sustained by the lamented death of Dr. Howard, our late Dean and senior Professor of Medicine in this University. It is not for me nor is this the occasion to gauge the length, breadth and depth of the sorrow which has been caused in all classes of the community by Dr. Howard's untimely death; but I cannot refrain from saying a few words concerning more particularly his relations to the medical faculty itself. Connected as he has been with the faculty for more than thirty years, as one of its most successful and active teachers, beginning at the bottom of the list as demonstrator of anatomy, and winning his way upward till he reached the highest position in the faculty as Dean and Senior Professor of Medicine, his career has been such as to win for him the admiration and affection of all with whom he was associated, from the humblest student to the oldest of his colleagues, as well as to all those associated with him in the other departments of the University. You, gentlemen, graduates to-day, but for the last four years students of the university, have often been cheered and your labors lightened by his rare courtesy, his kindly sympathy, his ever ready word of encouragement, and his warm smile of approval, and wherever your lot may be cast, you will always associate with your memories of McGill University the affectionate and active interest displayed towards every one of you by your late Dean. His services to the medical faculty would be difficult to over-estimate. To his rare gifts as a teacher were added unflinching tact and sagacity as well as executive ability and administrative talent of a high order. His uniform courtesy and kindness of manner often disarmed opposition where more

energetic means would have failed. But he was also instrumental in aiding the faculty in a more direct and material way. He was chiefly instrumental in securing for the faculty its first and only endowments in the shape of the Campbell and Leancoil memorial funds. *These funds contributed by our citizens and by the ever generous benefactor of this university, Sir Donald A. Smith, to commemorate the connection of the faculty with its former Dean, Dr. George W. Campbell, have been of the very greatest service to the faculty. Indeed, I may say that it would have been impossible for the faculty to have maintained its position in the front rank among medical schools without them. The increased income derived from these endowments has not been frittered away in useless architectural ornamentation or in useless displays of any kind, but under Dr. Howard's guiding hand they have been utilized to the utmost in extending the usefulness of the university, first, by providing additional and much needed class-room accommodation, secondly, by enlarging and increasing the equipment of our laboratories for important practical work, chiefly in the departments of physiology, pathology and practical chemistry; and, lastly, by supplementing by small amounts the fees arising from some important practical branches which though indispensable to the student, could not be made self-supporting.*"

—Dr. T. Wesley Mills, at the late convocation, delivered an address which, we have no doubt, will be prized as a valuable addition to University literature. There is something which has the true ring about it in these words of his—words which will probably be applied to the indirect methods which some people, other than medical students, adopt in gaining position. "A matter of considerable importance" said Dr. Mills, "to the colleges, the public of Montreal and the graduating class of each year, is the appointment of a certain number of young physicians to the resident staff of the General Hospital. After a special examination by men eminently qualified to judge of the fitness of the candidates, the medical board recommends those that prove themselves the most competent. But, unfortunately, the governors do not always act accordingly; and it happens that certain members of the final class, adopting the methods of the ward politician and the professional wire-puller, systematically enter

upon a canvass involving much consumption of time and diversion of energy from its legitimate channel in the study of medicine. That any man should make use of the fact that he belongs to this or that particular church, that he is a member of some popular local organization, or that his brother, his uncle, his cousin or his aunt lives in Montreal, or if not now, sometime within the memory of living men, or similar arguments equally irrelevant to the case, is at once going against that right and justice which belongs to real merit. The only question about any man who seeks such a position should be: Is he the best man for the position? To appoint men on any other grounds is opposed to the interest of the medical colleges, the reputation of the hospital, the welfare of the patients, the interests of the citizens and British fair play. It is not well for any man in our busy medical course that he should spend weeks and perhaps months in the study and practice of the arts of diplomacy to qualify him for a canvass of the governors of the hospital; and if such medical politicians are appointed over the men who have by examination proved themselves the best, think of the gross injustice that is done! I know that the medical faculty of McGill and the great body of students are opposed to such procedure, and I cannot but believe that when so influential and representative a body of gentlemen as the governors of the Montreal General Hospital realize the state of the case they will be opposed to it also."

—Mediocrity must have its way, and Dr. Mills points out more clearly perhaps than the *Record* did some time ago, how it contrives to have its way. 'To know a man that knows a man' is a principle which may sometimes seem to lead to promotion; but after all it is a mere suicidal snare set for those who lack the ability to fulfil the duties of an office which they have used unmanly ways to obtain. We have spoken of this matter before in connection with college affairs, and now we are sorry to say that of late something of the same spirit has been seen working ostensibly in favour of the teachers of the Province, but really in behalf of its own aggrandizement. The spirit is a nuisance in every society and should be frowned upon; and we are glad to find that Dr. Wesley Mills has seen fit to frown upon it as it appears among young medicos. A man must stand on his own merits, and no shoulder-work from others will enable him to hold

his own as a man among men, a true man in society, a work-unit in the world. And the converse of the struggle on the part of mediocrity to exalt itself is readily seen in its effort to decry the true and unselfish work of others. To form combinations to lift one's self up by is bad enough, but to form combinations to take away the good name of others is perhaps one of the lowest and most undignified traits in human nature. Yet the one inclination but leads to the other; until even religion loses its hold in guiding the spirit of doing good for the sake of doing good, and so respectability is called upon at last to turn away from the evil eye of the degenerating wire-puller, who eventually sinks into the back-ground as a low strategist from whom men shrink as from a pollution.

—The *Wisconsin Journal of Education* has an editorial this month on moral and religious teaching in schools, and as we have just received a note from one of the teachers asking us to give our views on the means to be adopted to eradicate untruthfulness in a boy or girl, we may as well quote the article as giving a kind of general enunciation of the subject of morality teaching, and invite our teachers to give us their experience in dealing with wrong-doing, in the correspondence department:—

“ Discussion of moral teaching in the public schools is given a new and helpful direction by the enterprise of the *Boston Christian Register*. It is addressed to about forty prominent persons, representing different religious beliefs and different pursuits, the question, ‘ Can morality be taught in our public schools without sectarianism ? ’ and publishes the replies. (Jan. 31.) They fill seven folio pages of the issue. In general it may be said that the Protestants answer yes, and the Catholics no. Cardinal Gibbons says: ‘ The religious and secular education of children cannot be divorced from each other without inflicting a fatal wound upon the soul; ’ and Archbishop Corrigan says: ‘ It is self-evident that morality has no basis without religion. ’ But President Eliot, of Harvard College, also says: ‘ I am persuaded that it is a grave error to secularize the public schools; first, because education will be thereby degraded and sterilized; secondly, because the attempt is too unnatural to succeed; and, thirdly, because this policy can never make the public school the school of the whole population. ’ Rev. Julius H. Ward writes :

'I am confident that not only morality, but also the household principles of religion, can be taught in the public schools; and that it is the duty of the state, as the guardian of public morals, to make provision for this; and Dr. Wm. T. Harris says: 'As to the plan of settling this question, one may remark that the complete secularization of the school is the truly feasible one. Further differences also appear. Edwin D. Mead says: 'I confess that, quite aside from my general dread of further multiplication of subjects in a system which I think already congested and complex, I should look with misgiving upon any general introduction of text-books in ethics or study of ethics into our public schools:' while Edward Everett Hale describes the progress made in the preparation of 'three text-books of practical morals to be used in the public schools.' Now how is such contradiction of views helpful? Because it brings to light the underlying grounds of agreement. The public schools are but *one* of the means of formal education, holding the pupils but thirty hours in a week. Beside them are the church and family, always co-operating in the formation of the child. The secularization of the school is but the division of labor, which in every other form of effort is recognized as the means and evidence of progress. If our schools were boarding schools, the case would be different; the family and the school would be in some sort combined. This is one half the case, and the other fits with it. All these men agree that the influence of the school should be for right conduct and not against any form of religion; and this is what we mean by moral instruction. Regarding the basis of theoretical morals there are endless differences, but the public school has nothing to do with them. It has to teach practical morals, to be temperate, truthful, reverent, kind, industrious, and honest, and in regard to these things there is no disagreement. They approve themselves to the conscience, and do not need the theoretical support, which could not be understood if it were taught. Thus the 'divorce' which Cardinal Gibbons fears is not the case, since the home and the church furnish religious teaching while the child is in school; and for the moral teaching of the school, the text-book is merely a question of method and conscience, as in other branches."

Current Events.

—In response to a memorial presented by the North and South Wales University Colleges, the Senate of the University of London has resolved to add the Celtic language to the subjects specified for the M. A. examinations. These languages, though chiefly surviving in Great Britain, have hitherto received much more attention from German and other continental scholars, than from British. Their recognition as a distinct branch by London University will, it is expected, give a great impulse to Celtic study and investigation in the United Kingdom. There is, no doubt, a rich harvest yet to be reaped in the fruitful field afforded by the languages spoken by the people who were so influential in Europe about the time of Christ, and those students whose vernacular in the Welsh or Irish would have a great start in the investigation—*The Ed. Journal.*

—A story is told of a teacher, who upon entering the school-room, habitually raised his hat and made obeisance to his pupils, and in explanation of his unusual habit, said: "Before me are the kings and queens of to-morrow." It is safe to prophesy success for a teacher who thus highly values his profession, for in no selfish or superficial spirit will he enter upon his responsible and noble work. But while I appreciate the importance of his task,—nay, *because* I rank it most highly,—I offer my first obeisance to the teacher himself. Greater than the king is the king maker, and of more importance than the queen are the forces which produce queenhood. Among the world's workers, none is to be more revered than the teacher who measures up to the full dignity of his trust.—*Rev. De LaMarter.*

—We are glad to note that the authorities of the University College have at last taken a decided stand in the matter of hazing. A notice signed by the Registrar has been posted conveying in no ambiguous terms the fact that any student found guilty of certain specified objectionable practices, such as usually come under the above designation, will be disciplined. When a few more of the leading institutions have fallen into line, the thing will have been done, and college hazing will take its place amongst other obsolete academic barbarisms.—*Ed. Journal.*

—Miss McPherson for nearly twenty years past has been engaged in training and sending English and Scotch children to Canada. She selects from the crowds of dependent children offered her those who promise best to grow up healthy and honest men and women. These she tests and trains, and such as prove intractable are returned to their old haunts. The others are shipped to her distributing home at Stratford, where they are housed and trained until they can be satisfactorily placed with good families as adopted sons and daughters, or as apprentices or assistants. She has brought over fifty-five parties of children.

—An American manufacturer of sugar-coated pills added to the attractions of an exhibit of his product in London an ingenious piece of mechanism, which might have been intended to represent the pharmacist of the future. It was in the form of a cabinet provided with a series of knobs or buttons, each inscribed with the name of some malady for which a remedy might be asked. The customer puts a coin into a slit and presses the button calling for the remedy he requires, when immediately a drawer flies out containing the article sought. This automatic dispenser of course makes no mistakes. If the customer accidentally presses the wrong button, he alone is responsible for the error. Is this really what we are coming to?

—An immense terrestrial globe, constructed on the scale of one millionth, will be shown at the Paris exhibition of 1889. A place will be set apart for it in the centre of the Champ de Mars. The globe will measure nearly thirteen meters in diameter, and will give some idea of real dimensions, since the conception of the meaning of a million is not beyond the powers of the human mind. Visitors to the exhibition will see for the first time on this globe the place really occupied by certain known spaces, such as those of great towns. Paris, for instance, will barely cover a square centimeter. The globe will turn on its axis, and thus represent the movement of rotation of the earth. The scheme was originated by MM. T. Villard and C. Cotard, and it has been placed under the patronage of several eminent Frenchmen of science.

—The pupil in Latin of to-day is no longer recognized by his father or by his older brother, so thoroughly has what is

known as the Roman pronunciation crept in to, taken hold of, and absorbed the latter-day Latin professor. The old familiar dispatch which Cæsar sent to the senate after he had knocked the military wadding out of the King of Pontus is no longer as “*veni, vidi, vici.*” Such a pronunciation does not fit the tongue of the learned gentlemen, who, from their schoolmaster’s stool in Berlin formulate fashion for the vocal readings of Virgil, Horace, Tacitus and the Commentaries. The laconic message is only recognized now as ‘*wayny, weedy, weelky.*’ If Cæsar could have heard such an emasculation of sounds he never could have lived to die at the hands of Brutus, Cassius and the rest of the ward politicians. of his time. He would have at once suffered a ‘falling fit’ that would have proved fatal. ‘Wayny, weedy,’ indeed, and ‘Yulius Keyser!’ Are we where we can only hear people hurrahing for ‘Biss-marck, Keyser Wilhelm and drei bier?—*Exchange.*

—The head mistress of a girl’s school in England has recently been awarded \$1,000 damages with costs, in a libel suit against a member of her school board, for exaggerated and false statements published in a newspaper, concerning the punishment of a pupil, whereby said head-mistress had been subjected to the tortures of much mental anxiety. The London *Schoolmaster* hopes this penalty may prove “a warning to members of school boards who are ready to lend their ears to the untruths which are detrimental to the teachers whom they ought to protect.”

—We hear from the *Australasian Schoolmaster* that a conference on the subject of Scriptural instruction in the State schools of Victoria has recently been held in Melbourne. The gathering comprised ministers and laymen of all churches. It was resolved “That a question be framed for Parliamentary candidates as to whether they will favour such an amendment of the Education Act as will secure to parents, in any given district, the right to determine for themselves whether Scriptural instructions shall or shall not be given as a part of the school curriculum, subject to a conscience clause.” It was also carried unanimously—“That it be urged upon the churches that they should press the necessity of Scriptural instruction being given in the State schools upon the attention of individual ministers and congregations throughout the country, so as to secure their active co-operation in the effort to obtain this reform.”

—The Report of Mr. D. N. Saint-Cyr, Director of the Natural History Museum in connection with the Department of Public Instruction, has come to hand. This museum, as the Director says, was commenced in 1880 when there were almost one thousand specimens collected altogether, and these chiefly from the districts of Quebec and Three Rivers. During his trip to Labrador in 1882, Mr. Saint-Cyr procured many additional specimens for his museum, and during the same year he was allowed to arrange them in a room placed at his disposal in the Department of Public Instruction. The material, however, has so increased of late that further accommodation is needed, and has been promised by the Government. The Herbarium now contains over 7,000 specimens. Nor has any branch of natural history been neglected, and to the industrious director is due the greatest credit for thus laying the nucleus of what, under the fostering care of the Government, may become an important department in our educational system.

The Teachers' Association of the District of Bedford, is in a thriving condition, and is evidently realizing for that section of the country much good, as far as the schools are concerned. The teachers who take part in the meeting are full of enthusiasm over the prospect before their society, and this, no doubt, arises from the fact that the affairs of the Association are controlled by the teachers themselves, each and all taking part in the proceedings. We clip the following report of the last meeting from the *St. John's News*:—"The March meeting of the District of Bedford Teachers' Association was held in the model school at Farnham on Saturday, 16th inst. The president, Principal Hewton, of St. Johns, occupied the chair. Principal Alexander, of Farnham, opened the proceedings with prayer. The minutes of the last meeting having been confirmed, the "Question Drawer" was opened, with most gratifying results. The question taken up was "How to make geometry interesting." The discussion showed that if not interesting to the pupils it certainly was to the teachers. The standard established by examinations was discussed at length by Principals Silver, Truell, McArthur, Alexander and others, the consensus of opinion being that examinations were not always a reliable test of a pupil's knowledge. Methods of teaching, spelling and writing were introduced and

well ventilated, as were also monthly reports. "Normal Schools" gave rise to an animated debate, in which Misses Smardon and Rix, Principals McArthur, Alexander, Siver, Truell and the chairman, all participated. The vexed "keeping in" question also received attention, as did the plural of the word money. By request the chairman took up expansions and factoring in Algebra.

—In the afternoon Principal McArthur, of Granby, read a very interesting paper on "Home Study." In this he pointed out the fact that it is the duty of the parent to see that the child does his work, without help. The paper was discussed in a friendly manner by Messrs. Truell, Hewton, Silver and Alexander. Miss Smardon drew attention to the fact that parents too often allow their children to read sensational novels, instead of doing their work. Mr. McArthur cited a case that came to his knowledge of a pupil who was taken from school because the work was too hard, who read five novels in three days. Mr. Alexander urged the necessity of having a library of standard works in every school. Mr. McArthur was requested to offer his paper to the RECORD for publication. Mr. Hewton gave an account of the progress of the bill of incorporation of the Provincial Association and the mutilation it received at Quebec. The meeting was well attended, and the teachers very enthusiastic, each one resolving to be present at Cowansville, on May 4th, to hear Miss Smardon's paper on English, and Prof. Thompson's lesson on drawing.

—The sixth regular meeting of the Teachers' Association in connection with the McGill Normal School, was held in the Normal School on Tuesday evening, March 12, at eight o'clock. Mr. A. W. Kneeland occupied the chair. After prayer by Rev. E. W. King, the minutes were read and confirmed. Rev. Arthur French, M.A., was elected a member. The *Resumé* by Mr. Arthy, commenced the programme of the evening. In it two points were noticed 1. The question of school examinations. 2. The attitude the Quebec Government is assuming in the proposed changes in the school law. A reading entitled "The Life Boat" was admirably rendered by Mr. R. J. Hewton, of St. John's, who subsequently led in the debate of the evening: "That the teacher has more influence in the community than the clergyman;" he was seconded by Mr. Patterson. The negative side of the ques-

tion was conducted by Rev. E. W. King and Mr. L. R. Gregor. After the debate was closed, Rev. E. M. Taylor made a few remarks in favor of the affirmative. The opinion of the meeting showed a large majority on the same side. Announcement of the April meeting by the President, brought the programme to a close.

Practical Hints and Examination Papers.

It is frequently asserted (says the *New Popular Educator*) that the art of drawing, like that of writing poetry, is a *natural gift*; and that unless you possess this you never can excel. It may be true that to rise to the highest eminence in any science or art requires a *special gift*; but to acquire a useful practical knowledge of the art of drawing, it is by no means necessary that one should be a genius. With regard to the sister-arts—poetry and painting—it may be truly said, in regard to their elements, at least, that every man is endowed with some ability for their acquisition and their application. Everyone, for instance, is poetical when he speaks on a subject with which he is well acquainted, or in which he is deeply interested; and, in like manner, everyone is an artist who is ready to make a sketch or a drawing of any object which he wishes to explain to another when he finds that language fails to convey his ideas. The art of drawing, therefore, may be attained to a sufficient extent for practical purposes by everyone who exerts the necessary attention and assiduity. The artisan, the tradesman, or the connoisseur may, by the use of a few well-directed strokes of the pencil, convey an idea of his plans, operations, and views in relation to artistic productions, of which the most laboured and elegant composition would fail to convey the slightest impression to the mind of the hearer or the reader.

Here are a few more of the "Errors of the Schools," taken from a Superintendent's note-book:—

1. Inability to print correctly; i.e., doG for Dog.
2. Meaningless work.
3. Teaching the table of cloth measure.
4. Teaching Ale or Beer measure.
5. Putting blackboards too high.
6. Neglecting apparatus.
7. Borrowing books.
8. Unnatural tone of voice.
9. Teacher's table out of place.
10. Swinging shutters.
11. Mispronouncing such words as guitar, resident, altitude, masticate,

palliate, salivate, wagoner, effigy, marriage, harrow, narrow, sparrow, Anne, Aix-la-chapelle.

12. Neglecting to impress lessons; e. g., "Hot Coals," St. Paul's advice "Be not overcome of evil, but overcome evil with good."

18. Allowing children to spell, read, and cipher in books beyond their comprehension.

14. Allowing scholars to pursue some studies to the exclusion of others.

15. Neglecting some studies and giving all the time to one or two.

Some examples, taken from the *Western School Journal* worked out.

4. If $\frac{1}{2}$ of A's money equals $\frac{2}{3}$ of B's, and $\frac{1}{3}$ of B's equals $\frac{3}{5}$ of C's, and they all have \$2,520, how much money has each?

Let $\frac{2}{3} =$ C's share.

Then if $\frac{1}{3}$ of B's = $\frac{3}{5}$ of C's, $\frac{5}{3}$ or all of B's must equal $5 \times \frac{3}{5} = \frac{15}{5}$; B's share.

And if $\frac{1}{2}$ of A's = $\frac{2}{3}$ of B's $\frac{3}{2}$ must = $2 \times \frac{3}{2} = \frac{3}{1}$ of B's; and $\frac{3}{2}$ of $\frac{15}{5} = \frac{15}{2}$, A's share.

$\frac{2}{3} + \frac{15}{5} + \frac{15}{2} = \frac{17}{2}$; $\frac{17}{2} = \$2,560.$

$\frac{15}{5} = \$53.61\frac{1}{3}.$

$\frac{2}{3} = 20 \times \$53.61\frac{1}{3} = \$1,072.34\frac{2}{3},$ C's share.

$\frac{15}{5} = 15 \times \$53.61\frac{1}{3} = \$804.25\frac{3}{4}$ B's share.

$\frac{15}{2} = 12 \times \$53.61\frac{1}{3} = \$643.40\frac{2}{3},$ A's share.

5. Sold two lots for \$250 each; on the one I gained 20 p. c., and on the other I lost 20 p. c. Required, the per cent. of gain or loss.

$\$250 \div 1.20 = \$312.50,$ cost of one lot.

$\$200 \div 1.20 = 208.33\frac{1}{3},$ cost of other lot.

$\$312.50 + \$208.33\frac{1}{3} = \$520.83\frac{1}{3},$ cost of both lots.

$\$250 + \$250 = \$500,$ selling price of both lots.

$\$520.83\frac{1}{3} - \$500 = \$20.83\frac{1}{3},$ net loss.

$\$20.83\frac{1}{3} \div \$520.83\frac{1}{3} = .04$ p. c., net loss.

6. A man drew out 24 p. c. of his bank deposit and 10 p. c. of what remained, leaving \$656.65 in bank. How much did he draw out?

100 p. c. — 24 p. c. = 76 p. c.

10 p. c. of 76 p. c. = .076 p. c.

.76 p. c. — .076 p. c. = .684 p. c., or amount still in bank.

.684 p. c. = 656.64.

$\$656.64 \div .684 = \$960,$ original deposit.

$\$960 - \$656.64 = \$303.36,$ amount withdrawn.

7. If 11 men mow 45 acres of grass in 6 days of 10 hours each, how many men will be required to mow 36 acres in 12 days of 11 hours each?

11 men, 45 acres, 6 days, 10 hours.

? men, 36 acres, 12 days, 11 hours.

$45 : 36 :: 11 : \frac{3}{4}$ men.

12 : 6.

11 : 10.

8. A pole 30 feet long is in the air and water; $\frac{2}{3}$ of the length in the air plus 6 feet equals $1\frac{1}{2}$ times the length in the water. What is the length in the air and water, respectively?

$$\frac{2}{3} = \text{length in air.}$$

$$\frac{2}{3} = (\frac{2}{3} + 6).$$

$$\frac{1}{3} = \frac{1}{3} \text{ of } (\frac{2}{3} + 6) = \frac{2}{3} + 2.$$

$$\frac{2}{3} = 2 \times (\frac{2}{3} + 2) = (\frac{4}{3} + 4), \text{ length in water.}$$

$$(\frac{4}{3} + 4) + \frac{2}{3} = 39 \text{ feet.}$$

$$(2\frac{2}{3} + 4) = 39 \text{ feet.}$$

$$2\frac{2}{3} = 35 \text{ feet.}$$

$$\frac{1}{3} = \frac{1}{3} \text{ of } 35 \text{ feet} = 2\frac{1}{3} \text{ feet.}$$

$$\frac{2}{3} = 8 \times 2\frac{1}{3} \text{ feet} = 20 \text{ feet, length in air.}$$

$$\frac{1}{3} = 6 \times 2\frac{1}{3} \text{ feet} = 15 \text{ feet.}$$

$$15 \text{ feet} - 4 \text{ feet} = 19 \text{ feet, length in water.}$$

9. Canton is in longitude $113^{\circ} 15'$ E. L. When it is midnight at Canton, what is the time at Topeka?

Topeka is in longitude 96° W. (about).

Difference in $209^{\circ} 45' \div 15 = 13 \text{ hr. } 57 \text{ min.}$, difference in time.

Topeka, being west from Canton, will have earlier time; consequently, it will lack 13 hours and 57 minutes of midnight in Topeka when it is midnight in Canton, and the time in Topeka will be 10 o'clock and 3 minutes of the preceding forenoon.

10. How many gallons will a cistern hold that is 7 feet in diameter and $9\frac{1}{2}$ feet deep?

$$7 \times 7 \times .7854 \times 9\frac{1}{2} \times 1,728 = 631,763.1936 \text{ cubic inches.}$$

$$631,763.1936 \div 231 = 2,734.9 + \text{gallons.}$$

—Some Language Lessons taken from the *Wisconsin School Journal* worthy of imitation by our teachers:—

1. Break up into a series of short, simple sentences: When he heard that the men were threatening to break into the store, he telephoned to the mayor, who at once hurried to the spot and warned them of the consequences.

2. Combine into a simple sentence: He dismounted from his horse. He advanced to the gate. He was followed by a squad of soldiers. They had loaded rifles.

3. Combine into a compound sentence: He heard the crash. He sprang out of bed. He dressed himself hastily. He rushed down stairs. He was just in time to see the prisoner disappear.

4. Combine into a complex sentence: Money was collected for that purpose. What has become of it? Nobody seems to know. This is very strange.

5. Contract the following into simple sentences: (a) I doubt whether he can carry it. (b) He left word that you were to call for it. (c) I made

him an offer, but he would not take it. (d) It can't be denied that he has a right to use it. (e) He came back next day and brought the horse with him. (f) It is to this cause, no doubt, that the failure is due. (g) I had no further use for it, and therefore gave it away. (h) The persons who occupied the house last did that.

Distinguish the difference in meanings of the words in each of the following groups: 1. Catch; seize; snatch. 2. Retain; obtain; attain. 3. Postscript; appendix; supplement. 4. Relate; narrate; rehearse. 5. Kind: benevolent; gracious. 6. Restrain; hinder; impede. 7. Answer; respond; reply. 8. Theft; larceny; embezzlement. 9. Wages; salary; income. 10. Military; infantry; cavalry. 11. Impel; propel; repel. 12. Expel; dispel; compel.

—When a parent tells me his child cannot get geometry or physics, I extend to both child and parent hearty sympathy, but, at the same time, am sure that they are both mistaken. I suppose that a helpless idiot cannot indeed do work in those branches, but aside from them, pupils can do average work. That is the general rule. Now for the exception to prove it. About once in his lifetime every teacher will have some one pupil who in some one study cannot do anything at all. Usually it is mathematics. Try as one may, it is impossible for such a pupil to get any idea of the relations or combinations of numbers. But, as I say, these cases only average about one in a lifetime. So our general statement that any pupil can do average work in any study will have to stand. That some children have far more talent for some studies than others, and that some studies are very difficult for some children, it would be folly to deny. It is a great piece of nonsense, because a child finds some difficulty in mastering a study, to assume that there is a possibility of his not being able to get the work at all. It is to assume that the mental powers of the child are imperfect, a confession one would suppose any parent would be loath to make. In the cases mentioned as exceptions there is no good reason to doubt that the mental equilibrium is somewhat disturbed and allowance made accordingly.

The first day at school:—

The child of six years enters school with some knowledge gained at home, in the conversations at the mother's knee, around the family table, with playmates, and from the building blocks and picture books which are so abundant in the nursery of to-day. All these are helps in the foundation upon which must be built the twelve years of public school work.

However careful and painstaking this home training has been, the primary teacher has a work to do second to no other. Therefore, in this brief article what may seem to those not engaged in this foundation work trifling details, will, by the primary teacher, be appreciated as all-important.

The first day at school is to the little six-year-old a revelation of a new

world, hence the necessity that all preparations for the beginning of this new work shall be looked after minutely by the teacher.

Slates of uniform size are very desirable. Eight by twelve inches is a convenient size, and all should be covered. A long pencil, sponge and slate-rag are indispensable. With these the child is equipped for his first work. Before allowing any work to be placed upon the slate it should be ruled lengthwise, spaces one-fourth of an inch wide. Amid the many duties of the first morning and perhaps the first day, the teacher will find it impossible to rule the forty or more slates. Better results will be obtained, and bad habits upon the part of pupils will be avoided, if no slate lesson is given until the slates are properly prepared. It is very easy for a child to form slovenly habits of work, hence the need of great care in starting. The first lesson with the slates cannot be much more than the teaching of how to take them out of the desk—requiring the entire class to do this together, placing the pencil on the desk, cleaning slates, position of pupils, holding of pencil properly, and the making of not more than one or two straight lines, using great care that each pupil place the pencil *on*, not above, the head line, and draw down *to*, not below, the base line. The teacher should give to this first work special supervision of the slate of each pupil, erasing and requiring repeated attempts when the work is not correctly and neatly done. To secure from every pupil his best efforts should be the constant aim.

Much depends upon the seating and arranging of the pupils, and in this we advise, as a general rule, the placing of the taller ones in the rear of the room, grading down according to size toward the teacher's desk.

The work as outlined above, together with some general exercises, will well fill the hours of the first day. We shall be ready, on the coming morning, after a review of this day's lesson, to enter more fully into the work.—*Ohio Educational Journal*.

At the Lapeer Association, Superintendent Broesamle, of Imlay, conducted a class in mental arithmetic. We publish the examples given. Try your pupils with them. Look out for the IV and IX.

I. A owning $\frac{2}{3}$ of a mill, sells $\frac{1}{3}$ of his share; how much does he still own?

II. If a bushel of corn costs \$ $\frac{5}{8}$, how many bushels can be bought for \$ $6\frac{1}{2}$?

III. A can do a piece of work in 10 days; B can do the same in 8 days; in what time can both do the work, working together?

IV. If 3 men mow 18 acres in 4 days, how many men can mow 9 acres in 3 days?

V. When flour is \$4 a barrel, a five-cent loaf weighs 10 ozs., how much should it weigh when flour is \$5 a barrel?

VI. $\frac{3}{4}$ of A's age equals $\frac{1}{2}$ of B's, and the difference of their ages is 10 years; how old is each?

VII. At \$5 an acre, what will be the cost of the N. $\frac{1}{2}$, N. W. $\frac{1}{4}$, Sec. 2?

VIII. The list price of brooms is \$3 per doz. I buy them at a discount of 10 per cent, and 10 per cent. off for cash; what do they cost me?

IX. How many yards of carpet one yard wide must be bought to cover a floor 16×20 ft., no allowance for matching.

X. Find interest on \$250 for 2 years 3 months 18 days, at 8 per cent.

—*Short Method of Multiplication.*—Take the product of the 3 and 7, 35 increase this by one-half of the sum of these figures and prefix 75 the result of 25. That is 21 plus half of 7 and 3, or 21 plus 5, or ————26. This rule will be found to hold good with any two numbers 2625 each of which end with 5.

96 . . 4 To multiply 96 by 97: The complement of a number is the 97 . . 3 difference between the number and the unit of the next ——— higher order. Thus the complement of 96 is 4; of 97 is 3; of 9312 987 is 13, etc. To multiply these two numbers, multiply the complements, 4 and 3, and place the product, 12, in the answer. For the remaining two figures subtract across, either the 4 from the 97, leaving 93, or the 3 from the 96, leaving 93. Apply this rule to other similar numbers.—*Exchange.*

—We found the teacher at work with his grammar class at White Pigeon on punctuation. A selection was taken from the reader, the pupils carefully analyzed each sentence, and told why the punctuation marks were placed where they were, or why they should not be as they were, a rule been given in each case as a reason for the statement made by the pupil. The work was varied by a selection of a paragraph being read to the class, and the pupils given two minutes in which to write it out, properly punctuated, and be prepared to analyze it. This plan appeared to give pupils a reason for the hope that was within them.

—The *Western School Journal* published at Topeka, is full of the very best of hints in its first number, and we cannot pay it a higher compliment than by selecting a few of these for our readers. These are some of its arithmetical queries:

1. What is the first step in teaching numbers?

The first step in teaching numbers is, to show the child an object and have him tell you how many it is; then show him two objects, and so on, until he can recognize readily any number of objects up to ten. Then let him make as many combinations of numbers as possible with these objects.

2. What is the difference between teaching numbers and teaching figures?

Number teaching should be concrete, the child simply learning orally the number name of objects seen. In teaching figures, the child is taught the arbitrary sign which represents the numbers.

3. State the principle upon which the rule for finding the least common multiple is founded.

The rule for finding the L. C. M. is founded on the principle that the L. C. M. must contain all the prime factors of the given numbers, and each factor as many times as it is found in any of the given numbers.

4. How many of the numbers one, two, etc., can be taught the first year? What is the Grube or Peaslee method of number teaching?

(a) No definite answer can be given, so much depends on circumstances. A pupil of ordinary ability ought to learn all up to twenty.

(b) The Grube method teaches one number at a time, and the four fundamental operations in connection with each other, thus :

$$\begin{array}{cccccc} 1 + 1 = & 2 + 2 = & 2 + 1 = & 3 + 3 = & 3 + 2 = \\ 1 - 1 = & 2 - 2 = & 2 - 1 = & 3 - 3 = & 3 - 2 = \\ 1 \times 1 = & 2 \times 2 = & 2 \times 1 = & 3 \times 3 = & 3 \times 2 = \\ 1 \div 1 = & 2 \div 2 = & 2 \div 1 = & 3 \div 3 = & \end{array}$$

By this method the child learns but one new number at a time, and makes all possible combinations with it and all numbers previously learned.

5. Find the face of a 30-day note, to net \$1,000 when discounted at 6 per cent. at bank.

Interest on \$1 @ 6 % for 33 days = .0055.

\$1 - .0055 = .9945, proceeds of \$1.

\$1,000 \div .9945 = \$1,005.53+, face of note.

Books Received and Reviewed.

TESTA, A BOOK FOR BOYS by Paolo Mantegazza, translated from the Italian of the tenth edition by the Italian class in Bangor under the supervision of Luigi D. Ventura, and published by Messrs D. C. Heath & Co., Boston. The purpose of this book is to convince English readers that there are in Italy both writers and thinkers, who have delivered themselves from the bondage of ancient forms and of an antiquated literary taste. It might be called a book written in defiance of the formal classical prudery that has so long held sway in modern Italy, and as such may be taken as an evidence of the birth of a modern literary spirit in the land of Cicero and Dante. The thoughtful boy will derive not only pleasure but profit from reading such a volume as this.

A STRANGE MANUSCRIPT found in a Copper Cylinder, is a story published by J. Theo. Robinson of Montreal, who is to be commended for his enterprise in issuing cheap editions of works to Canadian readers. The above story is an exciting one, and leaves in the readers mind something to think about,—something about the system of things under which we live a life that to many needs no explanation. Among many other works which the above publisher has lately issued is the *Battle of the Swash* which gives an imaginary account of a war struggle between Canada and the United States.

Among our new exchanges this month we notice:—*The Teacher and Examiner* published at Danville, Indiana, an excellent journal in every respect; *School Work and Play*, a journal for Canadian boys and girls, for which every young Canadian should subscribe. *The Academe*, a bi-monthly magazine in the interest of higher educational institutions, published at 21 University Place, New York. We have also received Charles T. Palmers brochure entitled A PHILOSOPHICAL VIEW OF THE LAW OF CORPORATIONS, which is a reprint from the *Open Court*, a periodical which we prize very highly, and which we are glad to see has found admirers among the Montreal philosophers. *The Scottish World* had in it a short time ago a biography of Sir John A. Macdonald, written by William Campbell. *The Philosophy of Nature* of New York is a journal full of promise, whose pages we have read with some profit. *The Young Man's Companion* is a good paper for young men engaged in commercial pursuits.

AN ILLUSTRATED PRIMER by Sarah Fuller, Lady Principal of the Horace Mann School for the Deaf, Boston, illustrated by Edith Parker Jordan, and published by Messrs D. C. Heath & Co., Boston. This primer is intended to help little children who are deaf, but who have been taught to articulate. We would respectfully direct the attention of the managers of the Mackay Institute to this book; and we would even recommend it to mothers who are trying to teach some bright pet of theirs to read by means of pictures.

Our exchanges:—*The Methodist Review*, edited by Dr. Mendenhall, contains, among other excellent articles, this fortnight—"A Symposium on the New Education," which is of the greatest interest to teachers. *The Chataqua Camp and Fireside* for February, is an excellent number, and contains two portraits, one of them being Dr. Crawford, the translator of the great Epic "Kalevala." *The Southern Penman* sustains its character in its second number. *The North Carolina Teacher* comes to us greatly improved in appearance this year. *The Ladies' Bazar*, published in Toronto, is a good paper of its kind, and offers valuable premiums to its subscribers. *The Massey Illustrated*, in its mid-winter number, presents a very attractive appearance. We have received a beautifully illuminated announcement of the Convention of Superintendents this year, which has been issued by the American publishers, Ivison, Blakeman & Co. *The Presbyterian College Journal* has a large and varied table of contents this month, with an article on "Intellectual Discipline," by the Rev. Dr. Watson, of Huntingdon, and one on "L'Accent Personnel," by Prof. Coussirat. We have also received the beautifully arranged catalogues of the Messrs. W. & A. K. Johnston, of Edinburgh, which we will lend to any teacher who desires to select new apparatus for his or her school, and wishes to have them.

LAMARTINE'S JEANNE D'ARC, edited, with notes, and a vocabulary by Albert Barrère, Professor in the Royal Military Academy, Woolwich, and published by the Messrs. D. C. Heath & Co., Boston. An edition like this of such a work, is sure to become a favourite in our schools, where a change in the authors read is a possibility. An introduction in English, gives a brief sketch of the life and character of Lamartine.

THE BEGINNER'S READING BOOK, by Eben H. Davis, A. M., Superintendent of Schools, Chelsea, Mass., and published by the J. B. Lippincott Company, Philadelphia. The teacher who sends for a copy of this work will enjoy Mr. Davis' introductory exposition on "How to Teach Reading." It contains many valuable hints to the elementary teacher, and shows in the most interesting way how the little folks are to be taught.

COOKING AND SEWING—SONGS AND RECITATIONS, edited by Mrs. J. B. Romer, and published by Messrs. Schermerhorn and Company, 7 F 3t 14th Street, New York. The selection of songs has been judiciously made; introduced as they are by a pleasant introduction to "young housekeepers."

SHORT HISTORY OF THE ENGLISH PEOPLE, by John Richard Green, with maps, tables and analysis by C. W. A. Tait, M. A., Assistant Master in Clifton College, and published by MacMillan & Co., London. This is a new edition in two volumes of what has been called "the most interesting history of England ever written." It has been specially arranged for the student and the teacher, and yet would be valuable as an edition for the school library. Many of our teachers are organizing school libraries at the present moment, and we would suggest that they send for this the latest edition of Green's History. The introduction is written by Mrs. Green, who says that the story of how this work came to be written, is the story of her husband's life, which she proceeds to give after the manner of one who knew all the secrets of that life.

Correspondence.

To the Editor of the *Educational Record* :

DEAR SIR,—

Mr. Truell's letter and the *Record's* remarks on it, opens up a very important subject, and one which should be of great interest to our teachers. What we want is a higher and better grade of Model Schools to serve as a feeder to our Academies, some of which may or may not be worthy the name. The inception of some of these Academies can easily be recalled by some of my contemporary teachers. A few enthusiastic inhabitants of a town, thinking that they ought to have an Academy in their midst, public opinion was raised to a white heat; a principal with high titles was secured, an abnormal salary provided, a few smart pupils placed

under high pressure, run successfully through the examination, a good standing for the time being secured, and thus a place secured for the new school on the list of Academies. Then, a year or two after there came the change :—A second-rate teacher, few pupils in the higher grades, educational enthusiasm dead, the mushroom High School struggling for a mere existence. And why so? Simply because in the economy of education, as in the vegetable kingdom, the toughest timber is of the slowest growth; “soon ripe, soon rotten.” Slow and sure is a safe motto. Ten or a dozen good vigorous Academies distributed in central places throughout the Province with a full supply of teachers, liberally sustained and supported, would do more, and better work, than double the number with an insufficient supply of second-class ill paid instructors. As another means of raising the standing of our High Schools, would it not be well to make the standard for passing into the different grades—say $\frac{2}{3}$ average marks instead of $\frac{1}{3}$ as at present. It appears to me that the standard in the grades up to the A. A. course is too low, and in my experience I find pupils complain about the amount of questions required to be answered in the last grade in comparison with the lower grades.

Yours respectfully,

O. G. A.

To the Editor of the *Education Journal* :

DEAR SIR,—

Some time ago I had the pleasure of seeing the lunch-basket of the great poet and novelist, Sir Walter Scott. It is still in possession of a family who, if I mistake not, are now living in Toronto. Shortly after my visit to them in Quebec, the following stanza was placed in my hands, written out neatly on a visiting card, and I now send it to you for publication :—

Thou modest pic-nic emblem of the wizard's mirth,
Oft redolent with dainties for the mid-day appetite;
How often hath the poet's voice been raised in prayer
O'er Ceres' gifts in thee laid bare,—
'To sanctify them with the Christian rite
Of thanking God for all the sweets of earth.

There is a note at the foot of the card, which seems to be a quotation, “The poet, in his noonday rambles, oft fortified the inner man as he lay on some greensward, listening to the music of the Tweed.”

ASTERISK.

Query : What is the Algebraic Paradox ?

The proof that $2 = 1$. It is shown as follows :—

$$\begin{aligned} x &= r \\ x^2 &= r^2 \text{ or } x+r \\ (x+r)(x-r) &= x(x-r) \end{aligned}$$

Cancelling the two quantities ($x-r$) as their division is equal,—that is they balance each other,—there is left :

$$x+r=x$$

$$x+x=x$$

$$2x=x$$

$$2=1$$

—In connection with the Teachers' Association for the District of Bedford a Question Drawer has been instituted. We would like to have the benefit of the discussions on its contents. Any one having questions for the "Drawer" is requested to send them to the secretary of the Association, to be put under the Correspondence, Principal Townsend, of Cowansville, before the next meeting. The writer of the above wishes to give, for the benefit of those present at the meeting the following authority; not available at the time: Encyclopædic Dictionary, London, 1886. MONEY [Old forms, moneie, money.] Old French, moneie, French, monaie, from the Latin, moneta—a mint, money; in Spanish, moneta; Portugall, moeda; Italian, moneta; Plural, moneys, monies.

At a meeting of the Executive Council of the Provincial Association of Protestant Teachers, which was held on the 13th instant in the McGill Normal School, the desirability of establishing a summer school was favorably discussed. The following provisional programme was adopted :

Subjects.—Drawing, French, Vocal (singing and elocution) and Physical Culture, Elementary Science applied to common things.

Place and time.—Dunham Ladies' College during the first three weeks of July.

Professors.—Mrs. Simister for Drawing and Mr. Curtis for French. Masters for the other subjects were not agreed upon.

Fees \$1.50 for members of the Association; \$2.50 for others. This fee admits to all the courses. It was further resolved to subsidize the summer school from the exchequer of the Association to an amount not exceeding one hundred dollars.

The following committee was then appointed with power to carry out the above arrangements, to modify them where advisable, and generally to transact all business pertaining to the work: Dr. Kelley, Mr. Hewton, Mr. McArthur, Mr. Kneeland, Mr. Truell, Mr. Arthy. Information may be obtained from any of the above.

Official Department.

THE PROTESTANT CENTRAL BOARD OF EXAMINERS.

LOCAL CENTRES.	DEPUTY EXAMINERS.	PLACE OF MEETING.
Portage du Fort....	Rev. A. A. Allan ...	Model School.....
Aylmer	Rev. T. E. Cunningham	Model School.....
Montreal	Dr. Kelley	High School.....
Quebec	T. Ainslie Young...	High School.....
Sweetsburg.....	The Inspector	School House.....
Huntingdon.....	Rev. Jas. B. Muir...	The Academy.....
Stanstead	A. N. Thompson....	Wesleyan College..
Sherbrooke	Inspector Hubbard .	The Academy.....
Richmond	Rev. John McLeod..	St. Francis College..
Inverness	Inspector Thompson	The Academy
Gaspé Village	W. H. Annett.....	Model School.....
New Carlisle	W. M. Sheppard....	Court House.....
Three Rivers.....

Candidates whose eighteenth birthday occurs before or during the year 1889 will be admitted to the examination. All candidates are required to send their applications for examination to Rev. Elson I. Rexford, Quebec, not later than the first of June. (For forms of application and certificates see March number, of RECORD. The fees (two dollars for Elementary and Model School Diplomas) should also be sent to Rev. Elson I. Rexford, Secretary, Quebec. Upon the receipt of the necessary certificates of age and moral character, and of the fees, a card of admission to examination will be sent to each candidate, which card must be presented to the deputy examiner on the day of examination.

TEACHERS' INSTITUTES will be held during the second and third weeks of July next. Two Institutes will open on Tuesday, the ninth of July, one at Lennoxville and one at Shawville, and the remaining two institutes will open on Tuesday, the 16th July, one at Granby and one at Huntingdon. Dr. Robins and Professor Parmelee will take charge of the institutes at Lennoxville and Huntingdon, and Dr. Harper and the Secretary of the Department will conduct the meetings at Shawville and Granby. It is exceedingly desirable that all our teachers should make arrangements to attend one of these meetings. The names of those who have been granted certificates of attendance at the institutes of 1888 will be given in our next issue.

THE CODE OF PUBLIC INSTRUCTION has been distributed by the Provincial Secretary to all the school corporations in the Province. These codes are the property of the school corporation, and are to be preserved and delivered by each officer to his successor in office. The code contains the school law of the Province and the school regulations of the Roman Catholic and Protestant committees of the Council of Public Instruction. Now that the law and regulations are available in a convenient form, it is to be hoped that all those who are connected with the working of our school system will make themselves familiar with the contents of the School Code. As pointed out in the November number of the RECORD, important changes have been made in the school law in reference to the details of administration, and secretary-treasurers and members of school boards will do well to study the twenty-two points referred to in the November number of the RECORD. In reference to the regulations, the attention of the members of school boards should be given especially to numbers 119 to 191, which concern the relations of school boards, teachers and pupils.

PENSIONS.—At a meeting of the Administrative Commission of the Pension Fund, held in January, the following persons were granted pensions on account of age: P. J. Mullin, Elizabeth Brulé, widow Louis Ethier, James McGregor, Solon Morrison, L. F. Tardif, David Leahy, Madame Antoine Landrian.

The following were granted pensions on account of ill health :—Madame Barthelemy Dagenais, Mary Ellen Lynch, Madame P. M. Marcoux, Madame Joseph Dalfond, widow Auguste Lambert, Charlotte Caroline Langlois, Etienne Fecteau, Clara Lefebvre, Philomene Berthiaume, Aneline Marsan, M. Jesse Lefebvre, Louise Dubois, Odile Boucher, Martha Crilly, widow J. B. Bernatché, Hermine Leclerc, Philomène Ruest, Maria Bogue, Marie Roberge, Hedwidge Caron, Delia MacMartin, Demerise Pelletier, Emma Quintal, Arthemise Hudon, Nitaline Desormeaux, Aurore Dionne, Aurelie Gadbois, Henriette Chabot, Fidele Gadbois, Madame Timothée Martel, Onclina DeMarennnes, Caroline Lanouette, Alma Fréjeau, M. Flore Trépannier, Luce Girard, Celanire Tremblay, Elizabeth McGibbon, Catherine Langevin, Josephine Leclerc, Aurélie Roy, Octavie Dubé, widow of R. S. Martineau and widow of Abraham Dallaire.

Of those receiving pensions the preceding year, seven returned to teaching. Victoria Lepage, Anilda Morin, M. Nitaline Roy, Marcel Brochu, Mary Bontin, Helen Carmichael and Victoria Dumont.

Four died during the year, viz: Marie Brouillet, H  l  ne Dionne, Pierre Poirier, Julien Poissant, and one was cancelled, viz.: Marie Tremblay.

NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased by an Order-in-Council of the 22nd February, 1889, to appoint a School Commissioner for the municipality of Peterborough, Co. Maskinong  .

19th March. To appoint a School Commissioner for the municipality of the parish of St. Thomas, Co. Montmagny.

16th March. To appoint a School Commissioner for the municipality of L'  le Bizard, Co. Jacques Cartier.

To erect the Township of Clapham, Co. Pontiac, into a district school municipality under the name of Clapham with the same limits which are assigned to it as such township.