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**Articles : Original and Selected.**

**KINDERGARTEN METHODS IN THE PRIMARY  
DEPARTMENT.**

By EFFIE MACLEOD, M.A.

Every town, if it cannot have a public kindergarten, needs at least a kindergarten department in connection with its elementary school. But even this is unfortunately not yet practicable in some of our smaller cities and towns. Why is it not practicable? Why are we without that which scientific educationists unite in considering a fundamental necessity in our educational system? Fundamental, not because Froebel and Pestalozzi have given us all, nor yet the best that can be given, but because they have set forth and partially taught us to apply principles which appeal to every sympathetic student of child nature.

The causes which deprive the child of his birthright to the fullest development are worth investigating. The primary or rather the immediate difficulty is invariably "lack of funds," which means that such money as may be available for educational purposes is required for more pressing needs, which means in turn, that the early education of the immature individual must take its chance until all so-considered more important matters shall have had their full meed of patronage and support. Foolish wisdom, to bend with careless negligence the young stem and endeavour with careful prop of scheme and system to render the maturing plant sturdy, straight and strong! Short-

sighted economy to provide the child with a cheap educational foundation, when a broad and deep and natural one would more than compensate for the original additional outlay by the healthy, moral and mental attitude of the generation who shall rule the twentieth century! It is a fact worthy of note, that out of some thousand free kindergarten children, only one or two were subsequently found in a reformatory.

Why have the school boards not the necessary money? For, as one commissioner tritely remarked: "We can't give what we haven't got." Perhaps they do not, many of them, deem it necessary, and very naturally the public does not supply them with what they do not require nor believe in.

In the majority of instances, however, the school board is really anxious to give the primaries their due, provided of course, that the older classes have been attended to first. They know that in spite of the "hard times,"—it is always *hard times* with the selfish—there is some money somewhere; for a comedian comes to town, or a ventriloquist, or a hypnotist, or a wild west show, and somehow the money is found to patronize them. "But these are an education in themselves?" Ye-es, sometimes; not paramount, however, to the education a skilled educationist could give. We need not deprive ourselves of rightful recreation, but could not an at least equal amount of money be spared for the better education of the little tots, who do not now amount to much, save in love and mischief and childhood's grace; but who, in the days to come, are to stand for the world's culture and goodness, or for its ignorance and vice.

Selfish indifference is not the only drawback. There is the dislike of innovation, the distrust of anything out of the beaten track. *We* learned our three r's without any of this new fandangle nonsense. We began with our letters and learned to read according to the good old alphabetic method. But as for a child who can read his primer through not knowing whether *a* or *z* comes first, not even knowing the names of some of the infrequent letters,—well, what the teachers are coming to nowadays, we can't say! And then to allow the children to waste their time with drawing-slates and paper-folding and marching and singing! We send them to school "to learn" (and to get them out of the way). This parental ignorance and misconception however is, as a rule, speedily overcome. When Willie has

been at school two months and "does not know one of his letters yet," Mother is afraid perhaps it isn't a good school or Willie is not going to be as bright as his brother; at any rate, there is something wrong. But when Willie, at the end of six months, picks out of the newspaper the little words he recognizes, both Father and Mother are charmed, and the battle is won. With the parents on our side—and the children—surely the time is not far off when the general tax-paying public will be also won over; and those who so richly endow our large universities, will bestow some of their generous support on the primary education of our public schools.

The primary grades will always savour of the kindergarten; for they will eventually be links—strong links we trust—between it and more specialized work; and in the meantime they must include as much as possible of its work and methods. "This is impracticable," you say; "no teacher can do the work of two." You are mistaken, a teacher can do, many are doing the work of three. "Not efficiently?" Yes, efficiently; that is passably so. "At the expense of thoroughness?" Partly, but principally at the expense of the teacher's own nervous system. But it can be done. And now I address myself directly to the primary teacher. No one else, not even the kindergartner, can appreciate the situation.

You have charge of Grade I Primary, a class of forty-five, fifty, sixty, the number matters little at present. Some of the children have perhaps reached the mature age of eleven. You are not obliged to take children under five but you are not actually forbidden to do so. Tommy aged four runs the streets and gets lost, and Tommy's mother would feel so relieved if she knew he was safe at school with his sister. Johnnie aged three and a half is noisy at home; they can do nothing with him; he teases the baby, hurts himself and is never out of mischief; but his mother hopes he will give you no trouble for he is a good boy on the whole. Jessie, another mere baby, has been crying to come to school; she is bright for her age, and only in the way at home. And so on,—but you know all about it. There they are brighter, very likely, and less troublesome than many of the six-year olds, but so many more little restless mortals to plan for and watch and keep happy.

You sort your children into three classes—later on you

will require four. These divisions are not hard and fast; the child who enters class I in September may find himself in class III in March, perhaps he can even take his arithmetic with class IV. This savours of the old ungraded school, does it not? But unless you are to sacrifice the child to a system, which, being a teacher, you will never do, you dare not tamper with the child's growth, you will not force him nor feel impatient because the growth seems slow. He has no more to do with this growth than you have, less indeed. For if you are a good gardener and know your trade you will know this: that you have more to do with the development of this little human plant than ever a gardener with his roses and orchids. Later on it will be good for the child to feel that he is graded, that he must keep up not only along the lines of least resistance, but where disinclination and disability like phantom dragons bar the way. You have already accustomed him to control his attention for short periods at least, and now the force of a slowly-forming habit enables him to fix in some degree his thoughts on what has at first no intrinsic power of holding his attention. If you have done your work faithfully, as of course you have, a good teacher can do anything with the pupils you pass on to him, and a poor one cannot altogether spoil them; for in spite of "cramming" they will persist in *thinking*. This is a heaven-born right you have made them feel is theirs and they will never altogether yield their inheritance in it.

You have had your work in mind all summer. You have decided what you *must* have and what you must *try* to have. You must have the matter prescribed for your grade, but that does not trouble you; it will work itself in readily enough, for the "Course of Study" has been merciful to the little ones. First of all, then, you have planned that your children shall be happy all the day long even if they remain little ignoramuses, which they will not. Happiness and goodness and intelligence have more to do with one another than many good people suspect. This then will underlie all your arrangements. And on a dull, rainy, temper-trying day the ordinary routine may be broken through to advantage, and a new game, a fresh piece of nature study, anything bright, be introduced.

Marching, exercise songs, calisthenics, recitations, object lessons, nature talks, the story,—many of these may be

given to the whole grade together. Your opportunity for anything like kindergarten "occupation" lies in what is commonly called "seat work." The hopelessness of doing *actual* kindergarten work with two or three classes while you are teaching another is manifest. All you can do is to plan your work on psychological principles, not as you know it ought to be planned, but as best you may. The work must be something the child can do without much supervision,—some he must have, and here lies the value of an assistant. For this is the accompaniment you must expect to your endeavours to explain the intricacies of subtraction to the fourth class :

"Miss A., me weally can't fwead my needle."

"Miss A., all the slate rags is lost and us wants to use the dwawin' slates."

"Miss A., can me get a dwink?"

"Miss A., me dot no sewin' card, me finished the fiss, please make me a fan."

"Please sharpen my pencil, it broked fwee times." And so on *ad infinitum*. You steal a little time from the subtraction and you quiet some of the babies with "Take a picture book, dear, till I am ready." While you are teaching the tiny tots, the big ones are doing *their* seat work, and they have as many questions to ask as the babies had, and no wonder! How big they seem to you in school these *big ones*, and what wee mites of things when you meet them on the street. You actually get through the morning in some fashion, and in the afternoon if you are wise and it can be managed you will do little but what the whole room can do together.

You are resigned to being Argus-eyed and ubiquitous; there is no help for it, and consequently nothing further to be said. The vital question now is what will best give the results you are seeking. You want to secure accuracy of thought and statement, kindness, reverence, obedience, power of fixing the attention, memory, imagination, observation, etc., and, underlying and rendering all these possible, the normal opening up of the sensory and motor paths; for on this depends the child's moral, mental and physical vigour.

It might be supposed that one person would see an object or hear a sound as soon as another; but this is not the case. Write distinctly on a piece of blank paper any simple

word with which your older children are familiar, "cold" for example. Pass slowly along the line giving to each what would be time enough for you to see the word, and you will hear from many, "I didn't see it." A few will get it, and a few others by association of ideas will perhaps give you the word as "ice", "freezing", "warm", "hot". This shows where the inaccuracy lies. It is not in the structure of the eye proper, for the points of light coming from the letters have fallen as quickly on one eye as on another. In the case of those who did not see the word at all the impediment lies along the sensory visual path which is evidently in an undeveloped condition, as becomes the sensory visual path of a little child. Regarding those who for "cold" substituted a word linked with it by association of ideas, their sensory path was in good working order, or the idea of cold would not have reached the intercentral path connecting the sensory and motor nerves. The difficulty in this instance lies with the intercentral which has passed the message on as "freezing" or "hot".

And with reference to hearing, we have all known more than one child who was the torment of his elders by reason of the "habit" he had of always causing them to repeat what was said. "What did you say, Mother?" "I beg your pardon?" "Which book did you say I was to take?" Then perhaps an incident something like this occurs:—"Fred, will you get Mother her shawl, please?" "What did you say, Mother?" "Never mind dear." "O yes, I know." and Fred brings the shawl. "Thank you dear, but it would have been nicer if you had said 'Certainly Mother,' instead of 'What did you say?'" "But I really didn't hear, Mother." "Then why did you get the shawl?" "I don't know, I just guessed at what you said afterwards." And Fred is not far from the truth. He did not hear at first; that is, the sensory auditory path or the intercentral or both were impeded, and it was a moment or so before the sound travelling along the sensory auditory reached the intercentral and was transferred to the motor. As soon as the intercentral was fairly reached the child knew, though perhaps in a slightly confused fashion, what had been said to him.

To teach the child to see and see quickly, it is well from time to time to show him an object for a few seconds and then have him tell what he believes he has seen. A re-

volving blackboard is a great boon. One revolving on a vertical axis is preferable to one with a horizontal axis, for in the latter case you must do all your drawing upside down. A curtain arranged over an ordinary blackboard, so that it may be quickly thrown over or drawn away, will answer the same purpose, though more clumsily. This blackboard will serve many a turn. You have drawn for the smallest children a dozen objects,—a bird, a box, a square, a rhombus, a five-petaled flower, etc. The children are in position in their seats, but for a moment or two you attend to your other class, purposely allowing the attention of the present class to wander. Then you go to your blackboard, say "Ready!" (always the same signal, always the same word), and immediately after the signal unveil the drawings. Allow about fifteen seconds for inspection, then let your curtain fall and each in turn tell what he has seen.

Do you see the significance of this simple lesson repeated morning after morning? The child becomes accustomed to obeying your signal "Ready!" Later on when his judgment says "Ready!" the mind will respond, and the habit of attention will be formed, that habit without which no sustained thought, no scientific research, no logical conclusion is possible. The memory has also been called into requisition, for the child had to hold in his mind the objects he "saw" until it came to his turn to tell you of them.

Unveil your objects again and let the children count them with you (a little arithmetic, by the way). Choose one of the objects to talk about—or let them choose—perhaps your five-petaled flower; or have them notice the difference between the square and the rhombus. They may not be able to tell you the precise difference the first time nor the second, but they will gain a clearer insight into it with each repetition of the exercise.

Now, while you busy yourself with another class they may try to draw any of the figures on the board. Most of these drawings will convey to the uninitiated nothing, but a wavy irregular, scrawl; but to the child they have a world of meaning. He has created something. It is not like your creation on the blackboard, but it is his very own. And like the old Greeks, those childlike fathers of all true sculpture and design, to whom a quite ugly head could stand for their beautiful goddess Hera, or a fat man with a

thunderbolt in his hand for Zeus the all-powerful; so the child by virtue of his imagination glorifies his own ungraceful lines; for they say not to him what they say to you, but rather do they give back to him the thought which his fingers have so imperfectly carried out. By and by, as he learns to control his tools of nerve and muscle and pencil, he will say to the beholder more of what he means to say. No artist has ever said all he meant.

The work may be varied by building a picture, a line or two at a time. Draw a horizontal line, and allow the class to see it for an instant; they then draw it from memory. From the ends of your horizontal line, drop two vertical lines and show your figure again, perhaps mentioning the fact that all your lines are of the same length. With the completed square can be formed a box, a house, an envelope; or it may be left to each child's own device to make of it what he will, thus calling out his creative faculty. For the older ones more complicated drawings may be thus built; something bearing on what they are interested in,—a bee's wing, the stamen of a lily, a flower "root and all"; or a short sentence, a row of five or seven figures, etc. The ingenious teacher will find an infinity of uses for work of this kind.

In most intimate relation to the brain is the hand; so that not only is the hand affected by brain development but the converse is true; the hand having been taught to respond readily to the motor influences from the brain, the brain gains power of speed and accuracy along other motor lines; probably through some subconscious use of a subconscious experience.

Particular attention will then be paid to training the hand, care being taken not to force the development, as in this case forcing will be most injurious, producing possibly nervous disorders of a grave nature. Calisthenic exercises, gesture songs and finger plays are good. Cutting out pictures affords training for both eye and hand. Clay moulding, paper folding and a little writing are also good. But to the average beginner a copy book is worse than useless; he is not ready for it. The old fashioned slate is a barbarous infliction on the nerves of teacher and pupil, and is in any case of no more use than the copy book. The best substitute for a very small child is an unruled "scribbler" which can be purchased for one cent. Give the

child a tin circular disc about an inch and a half in diameter, show him how to hold it steady with his left hand and draw around it with the other, keeping the point of the pencil pressed against the edge of the disc. You hold his hand for one or two trials and then leave him to his own devices. You are not disappointed when you find that his circle starts indeed on the circumference of the disc, but wanders to all appearances meaninglessly over the page (yet rarely if ever in a retrograde path, showing that the idea of a curved progressive line is vaguely present), often as far away from the tin as the size of the paper will allow. You expected this, and are quite encouraged to note that the line finally returns on itself, abruptly perhaps, but nevertheless forming a complete enclosure, and, from the child's point of view, what circle can do more! It might seem that a square would prove an easier figure for a beginner; but in practice this is not so, probably because four lines are more confusing than one.

For seventy-five cents a set of tins can be procured—twenty of each sort: two different sized circles, squares, rhombi, equilateral triangles and stars, six-pointed or eight-pointed; two hundred pieces in all. When the child can draw these in anything like recognizable form he may be allowed to cut his drawings out of the scribbler and take them home to show. Nothing gives greater delight than “something to take home to show”. When he can also cut them out nicely he may be given coloured glazed paper, and the figures that he cuts out of this he may paste in a one-cent blank scribbler kept for the purpose. There is here an opportunity to show the child what colours may be combined and also to suggest symmetrical design.

Pieces of frosted glass, six by eight inches, can be had for eleven cents each. These make excellent drawing slates and of a convenient size. They can be placed over any picture, but you may prefer to prepare your own drawing cards having relation to any special work you are taking up. After sketching your card in pencil you will go over the outline in ink or it will soon become effaced.

For three cents you can get a sufficient quantity of peas for an afternoon's work. You will put them to soak on the previous evening and take them out of the water an hour before using. With these you will require three

five-cent boxes of tooth-picks ; and you have the materials for boxes, sleighs, letters, houses, or some of the hundred and one things that the children themselves will suggest.

Sewing cards are a great device for seat work. If you can draw quickly you can easily make your own. Cut a sheet of not too thick cardboard into the sizes you want. Draw a butterfly, a geometrical figure, a fish, a house, anything. Let the child prick the outline with a pin, not making the holes too close together as that besides being apt to tear the cardboard would be bad for his eyes. Too much of this work is not desirable for eyes or fingers ; but a little of it is beneficial and intensely fascinating. Balls of crochet cotton can be had at five cents each ; half a dozen of these would not be a bad outfit. When the holes are pricked in the card the child sews in and out alternately ; and if a continuous line is desired goes over the ground again.

Old Christmas and birthday cards may be utilized as picture puzzles. Cut them into all sorts of shapes and sizes, giving each picture a box or an envelope of its own. This will be a valuable adjunct to the reading lesson ; for it will train the child to notice shapes and combinations of shapes.

Another great source of pleasure and profit is found in experiments. Two or three will readily suggest others. The value of these experiments consists not only in the practical knowledge they furnish, but chiefly in the broadening of the child's mind and the inculcation of the love of scientific investigation.

A tumbler partly filled with salt and water will soon become encrusted with salt crystals. This gives among other things a very practical object lesson in capillary attraction and evaporation.

A piece of moist wadding laid in a tumbler of water will serve as a garden for peas to sprout. They will grow to quite a length in this manner and it is easy to realize how the embryo must have fed on the moistened flesh of the pea.

The top of a carrot placed under glass and kept moist will furnish quite a tasteful winter decoration. The carrot top may be either suspended head downwards or laid on a saucer head upwards. One in each fashion under the same glass will have a pretty effect.

Of course the children will have flower pots of their own

and plant and root up at will. And your friends at the sea side will bring you star-fish, sea-urchins and specimens of all the treasures of the shore.

It will be quite a boon to you if the babies do not come back in the afternoon. If they *must* come back, it will be well to dismiss them an hour earlier than the others in the morning and half an hour earlier in the afternoon, so that those who are more advanced may have your whole attention for a part of each day. You do not want your class to be a purely kindergarten class. It has a function of its own to perform, a function thus far all but ignored, but which with the advance of educational science we hope will call forth the permanent services of those who have hitherto considered nothing worth the ultimate aim of a cultured teacher but the kindergarten and higher academy and university work.

### **Editorial Notes and Comments.**

THE thirty-third annual convention of the Protestant Teachers' Association, to be held in Montreal on the 21st, 22nd and 23rd of October next, promises to be one of the most remarkable meetings of the Association, not only with regard to the extent and value of the programme drafted but also in point of attendance. None of our teachers can afford to miss the opportunities for self-improvement to be found in attending the various sessions. Papers on subjects of the greatest interest to the members of the association have been promised by many of our leading educationists; while, as was announced last month, addresses will be delivered by the Hon. Dr. Ross, Minister of Education, Ontario; Rev. George Maxwell, M. P. of British Columbia; Hon. J. W. Longley, of Nova Scotia, and the Hon. F. G. Marchand, Premier of the Province. The usual arrangements for reduced rates on the railways will be made with the various transportation companies. Members of the association will receive the benefit of these arrangements on production of a certificate from the secretary. After examining the proposed programme, we can safely say that the convention of 1897 will be an important event in the history of education in this province, and that every teacher who attends will silently if not openly move a vote of thanks to the executive for the efforts put forth in their behalf.

—THOSE of our contemporaries whose September numbers appeared before the opening of the schools for the new scholastic year, have been addressing words of welcome and encouragement especially to the young teachers who are just entering upon their career in the teaching profession. Though, by the time the present number of the RECORD is in the hands of our readers, our schools will have settled down to some extent into the routine of the class-room, it may not be out of place for us to extend the right hand of fellowship to the teachers of the Province of Quebec, and to wish them every success in their elected work during the year just commenced. And at the same time let us express the hope that they will find the EDUCATIONAL RECORD of some value to them, and that the hints given in its pages from time to time, will prove acceptable. The RECORD has done its best in the past to be the friend and counsellor of the teacher, and hopes that with the active co-operation of its readers, it may be able to do still better in the future. Its pages offer an excellent opportunity for exchange of ideas among those actually engaged in training the young, and hence we once more venture to suggest that all who have found any device to be useful in the class-room will give the benefit of their experiences to their fellow-teachers. As we have so often said before, any suggestions or hints likely to be of service to the readers of the RECORD, will always find a place in these pages. In concluding, let us quote the following friendly words addressed by the *Canadian Teacher* to the teacher. "As the schools open for the autumn term many a teacher will take his place with fear and trembling. Our advice to all such is, "Be bold, be courageous." Let every teacher enter his school with this thought; "I have come to do you good." The teacher must have a definite plan for getting the pupil to work, and an arrangement of that work. Remember, the pupil must do the work, not the teacher. You may slave yourself to death and your pupils never be touched. The pupil must be encouraged, interested, stimulated, and pressed on by all the influences at your command. Every pupil from the youngest to the oldest should have something to do each hour in each day, and that something should be presented in such a way that he will love to do it. On these points you should think much. No one can be a real teacher without much thinking and planning. Determine to teach

by your voice, your manner, your attitude. Do not think it is all done when the pupil has mastered long division. Go all round the child. Let him leave you hopeful and buoyant every night. Greet him with smiles every morning."

—ONE of the New York papers attaches a good deal of importance to the report of a committee of physicians appointed to investigate the subject of writing in the public schools and its effect, coupled with the methods employed, upon the sight and the general health of the children. Their report goes into the subject deeply. They begin with the question of seating. This is important, in view of the increased amount of writing now required in the schools, as an improper posture at the desk, forced or acquired, may throw more strain upon one eye than upon the other, and thus cause or aggravate errors of refraction. The committee believe that in order to meet hygienic requirements as to seating, it is necessary to secure some definite relation between the size of the pupil and the size of the desk and seat. It is obvious, however, that any desk constructed on the average measurements will work injustice to the extremes of size in the various grades. It follows, therefore, that seats and desks should be so constructed as to be easily adjusted to meet the requirements of different pupils within the grade. Even without adjustable seats, some reform could be had, the committee say, by teaching the best method of writing. That, in their opinion, is the free-arm muscular movement, by which all finger movement is done away with, and the pupil has to sit erect in order to get the proper swing of the arm. Another point touched upon by the committee, important in these days of nervous diseases, is as to periods of recreation during the school session. "It is a well-known fact," the report says, "that it is positively foreign to a child's nature to keep quiet, and by enforcing such an unnatural state for a great length of time, fatigue and nervousness are the result; therefore we would recommend an intermission for a few minutes between each recitation, believing more satisfactory work can thereby be accomplished. It is true that ten minutes of calisthenics, as is now practised, is of benefit, but it must be admitted that it amounts really to a lesson, hence does not fulfil the requirements of complete relaxation such as would be obtained by an intermission."

—IN giving his "pedagogical creed" to the *School*

*Journal*, Dr. W. T. Harris, U. S. Commissioner of Education, expresses himself in this way: "Many years ago, on being asked for a definition of education, I described it as the process by which the individual is elevated into the species, and explained this brief and technical definition by saying that education gives the individual the wisdom derived from the experience of the race. It teaches him how his species, that is to say mankind in general, have learned what nature is and what are its processes and laws, and by what means nature may be made useful to man. This lesson of experience is the conquest of nature. The second and more important lesson is, however, derived from the experience of human nature—the manners and customs of men, the motives which govern human action and especially the evolution or development of human institutions, that is to say, the combinations of individuals into social wholes. By these combinations the individual man is enabled to exist in two forms. First, there is his personal might, and second, there is the reinforcement which comes to him as an individual through the social unit, the family, civil society, the state, the church. The individuals endow the social unit in which they live with their own strength, and hence the strength of the whole institution is far greater than that of any individual. In fact, the combined strength is greater than the aggregate of the individual strengths which compose it. Ten Robinson Crusoes acting in conjunction are equal not only to ten individual Crusoes, but to ten times ten."

### **Current Events.**

THE governors of McGill University have appointed Mr. F. P. Walton, of Edinburgh, professor of Roman law and dean of the faculty of law. Mr. Walton, who is a member of the Scottish Bar, is, it is said, in every way well adapted for the important position he will occupy. He studied law at the Universities of Edinburgh and Oxford, and, shortly after being called to the Bar, obtained the second largest number of votes as a candidate for the then vacant chair of Roman law at Edinburgh. He was shortly afterwards appointed lecturer of Roman law in the University at Glasgow, but had held that appointment only for a few months when he was appointed secretary to the Lord Advocate of Scotland. He was, up to his appointment to

McGill, examiner of modern languages in the University of Edinburgh. It is said that the faculty of law is to undergo an entire reorganization with a view to enabling students in that faculty to specialize their work, should they choose to do so, in somewhat the same fashion that students in the faculties of science and medicine have been able to specialize in certain lines of work as they may elect. It is also wished to establish as far as possible, in addition to the ordinary law lectures, a scientific and advanced school of law, in which the course of study shall afford a scientific training for the students of law, and a fitting preparation for the legislature and public life.

—THE calendar of Dunham Ladies' College shows that last year was a very successful one, financially as well as educationally. The institution is on a good footing, and, with Miss O'Loane as principal, the corporation hopes to keep up the record made in some previous years. Out of twenty-two candidates who presented themselves at the last June examinations, no less than eighteen were successful.

—FROM the returns received so far from the teachers of the superior schools, it would seem that the changes are perhaps more numerous than they have been for several years past. Mr. W. J. Messenger, M. A., has left St. Francis College, to become principal of the Gault Institute, Valleyfield; Mr. H. A. Honeyman, who was in charge of Aylmer Academy last year, has gone to Granby and has been succeeded in Aylmer by Mr. T. J. Pollock. Mr. A. B. Wardrop is in charge of Rawdon Model School. Mr. E. G. Hipp has gone from Bedford to Buckingham to take the place of Mr. Townsend, who has been appointed to Inverness Academy. Bedford Academy has this year for principal, Mr. P. C. Duboyce, B. A. These are a few of the changes of staff jotted down as they occur to us. If the head-teachers will send in without delay to the Inspector of Superior Schools, their names and those of their associates, the directory, giving all the changes and new appointments, will appear in the October number of the RECORD.

—THE Rev. Dr. George, of St. Louis, Mo., has been appointed to the principalship of the Congregational College at Montreal, to succeed the Rev. Dr. Barbour, who has resigned.

—At the last meeting of the General Assembly of the Presbyterian Church, the new head of Morrin College, Quebec, Principal Macrae, had an encouraging presentation to make from the second theological institution in the Province of Quebec. Including students taking special lines of study, 87 were recorded as enrolled at the meeting of the corporation held in mid-winter at McGill, and that number was increased to considerably over one hundred during the succeeding part of the session. There are six regular and two honorary professors and lecturers, and at a recent meeting a seventh was appointed in the person of Rev. John Sharp, who is to take charge of the departments of philosophy and English. Morrin has a valuable property free of debt. It is the firm determination of the governors of Morrin College to spare no toil to render the institution under their charge a successful means of promoting the cause of education and also of ministering to the advancement of the temporal and spiritual interests of the community in which it is situated and of the Dominion at large.

—A CHAIR of zoology in the faculty of arts, McGill University, has been founded by Sir Donald Smith, now Lord Mount Royal. Mr. E. W. McBride, of Cambridge, England, has been appointed to the new chair.

—THE Legislature of Texas, U. S. A., has passed a law adopting a uniform series of text-books for the public schools of Texas. The law goes into effect in 1898.

—FROM the *Journal of Education*, London, England, we take the following item, given in good faith by that important teachers' paper: "The school board of Dunbar, Pennsylvania, having of late experienced much difficulty in filling the vacancies caused by female teachers getting married, seriously discussed the matter at a recent meeting, and after a lengthy deliberation passed the following resolution:—'Teachers must not make love while employed by the school board of Dunbar or during school hours, under penalty of dismissal.'"

—THE school board of Buena Vista, Colorado, has passed a resolution prohibiting teachers in its employ from taking an aggressive part in elections under penalty of dismissal, on the ground that active participation in these contests on the part of teachers may occasion ill-feeling between parents and teachers to the detriment of the pupils' progress.

—THE report of the United States commissioner of education for 1896 shows a total enrolment in the schools and colleges of the country of 15,997,197 pupils. Besides these, there were 418,000 students in the various special schools, including musical conservatories, the Indian, and the reform schools. The 178 schools devoted to the education of the coloured race had over 40,000 enrolled, an increase of 3,000 for the year. Of these 40,000 coloured students, 4,672 were studying to be teachers.

—IN his address before the summer school of pedagogy and child study at Clark University, Worcester, Mass., Senator Hoar said: This great self-governing country of ours needs to-day more than ever what the university can teach. We have a thousand questions pressing upon us to-day which can only be answered by investigators who approach them in the quiet, thoughtful, undisturbed temper which belongs to exact science. The man who is to solve our great social, political, and economical problems must have nothing to gain or to lose for himself by the result. He must not use his theory as an instrument. He must study truth, not seek for popularity. He must not equivocate or be afraid. He must be free from conceit, from hatred, and from scorn. He must take counsel of hope, and not of despair.

—THE largest public school in Brooklyn had last year 2,659 pupils enrolled, with a daily average attendance of 2,374. In 1896, the great number of children seeking admission made necessary the building of an additional house on the same grounds. This new building has twelve classrooms, making in all fifty-five classrooms belonging to this school. The staff consists of the principal, three heads of departments and fifty-five regular teachers.

—THE following account of the new English Education Bill is taken from the *School Journal*. Our readers, it says, will recollect that the year 1896 was a very stormy period in matters educational in England. A bill containing radical changes in the system of elementary education was introduced by the Government, and joined to these proposals was the basis on which secondary education was to rest. The measure was, however, finally withdrawn with the promise of early legislation in the next session. Accordingly, early in January of the present year, with Par-

liament once more in session, the way was clear for considering new proposals in the way of education. When the bill was at last introduced, it was found to be in the nature of a general direction to the education department to pay a grant of \$1 per head for children in average attendance in the voluntary schools; the amounts to be varied according to the needs of the individual schools. The schools were to be formed into federations as the various managers might elect. There was a fierce opposition on the part of the radical members of Parliament, but Mr. Balfour, who took charge of the bill, refused a hearing to any amendments whatever. The result was, that the measure passed both houses just as it left the draughtman's hands, an unprecedented event in connection with any important Government measure brought before the House of Commons. The general contents of the bill are as follows: There shall be paid, by Parliament, to the voluntary elementary schools, an aid grant not exceeding \$1.00 a year for each pupil in those schools. This money is to be distributed by the education department in such manner, and in such amounts, as shall seem best for helping needy schools, and increase their efficiency. Where the different schools form associations, a share of the grant shall be allotted to each association. If any school refuse, without good reason, to join an association, such school may be refused a share in the grant. The education department may require that the expenditure and receipts of the school shall be annually audited, and its decision regarding the distribution or allotment of the grant shall be final. The land or buildings used for the voluntary schools shall not be taxed, except where profit is derived therefrom by renting. The associations called into being to assist in allotting the \$100,000 to be distributed, will be denominational bodies, of which the Church of England, Roman Catholic, and Wesleyans are chief. It is supposed that the diocese will be the unit for the Church of England, and its present organization into archdeaconries renders this easy of attainment. The Roman Catholics are also fairly well organized, and the Wesleyans have an education committee for the management of their schools. The other voluntary schools are more scattered, and in most cases will remain unfederated; for the act allows difference of religion to be a reason for isolation. The work of the federations is to collect information about every school in the

federation, and decide as to its necessitous state, presenting its claims to the education department. The poorer the school, the larger its share of the grant is to be, so that some schools may receive \$1.80 for each child, while others will receive nothing. How this will come out for the child and true education is a point that is to be neglected in the heat of political discussion, but the lover of true progress can only hope that this will be uppermost in the minds of those to whom the destiny of 2,000,000 children has been so largely committed.

—THE legislature of California has passed a law organizing a compulsory pension association to include all teachers in San Francisco. Each teacher in the city will be obliged to contribute one dollar a month, and these monthly contributions will be increased by a fine for absence. One-twentieth of the month's salary is deducted for each day's absence. Twenty-five per cent. of all receipts is to be placed in reserve fund till the total receipts amount to \$50,000. After thirty years' service teachers may retire with a guaranteed annuity of \$600. Teachers who have already served the city several years may count these years as part of the necessary thirty, by paying twelve dollars for each year of their service. Teachers who may become disabled before they have taught thirty years may receive such a portion of the annuity as their term of service bears to thirty years.

### **Literature, Historical Notes, &c.**

#### **TOM AND HIS TEACHERS.**

BY BISHOP JOHN H. VINCENT, CHANTAUQUA.

Tom, the average boy, has many teachers besides professional ones. Father's remarks at the breakfast table about the abominably weak coffee, the way mother speaks to the servants or talks about her callers of the afternoon before, have a great influence upon Tom. The pictures in the home, the circus posters, the theatre bills, are all educators for good or bad. I think the time is coming when the women of our cities will go in a body to the municipal authorities and demand that the outrageous caricatures be torn down. The architecture of the school-house, the tones of the teacher's voice, the atmosphere in which Tom

sleeps may determine the motives of his life. I shall consider some minor matters which Tom's teachers must teach Tom, and some radical lessons which are quite as important. First among minor matters, Tom should be taught to think on his own hook, to exercise his own judgment. He must acquire the faculty of formulating premises and drawing his own conclusions from them, the power of saying and doing the right thing at the right time. When he has learned to find, without hesitation, a practical answer to meet an emergency, he has advanced farther in his education than he would have done by the memorizing and recitation of whole chapters. Common sense is not born in a boy; it must be developed.

Tom should be taught to observe the realities of nature and of life. He has native power for such observation, and it ought to be cultivated. Then, too, he must learn to report accurately what he sees. There is an ethical principle at the basis of all study. Tom's teachers should teach him to report what he sees in good English; and in this work they need the co-operation of the parents. Tom should learn to be an altruist, to take other people into account in the ordering of his daily life, for the habit of unselfish living is the corner stone of all that is valuable in culture. He should have reverence for old age, whether it is clad in broadcloth or in linsey-woolsey.

Now for the radical lessons which Tom must learn. He must be taught to consider himself a person and not a thing, a cause and not an effect. There is current an idea which receives its support from weak fiction, cheap lecture platforms, and even from shabby pulpits,—the idea that men are the creatures of circumstance and environment, that evil tendencies are the result of the choice of a great-grandfather. Tom must learn that he is in the world for the purpose of overcoming heredity, breaking through environment, and putting circumstances under foot, and he must stand a man, not a thing. I take great stock in a boy who is courageous enough to assert his principles in spite of "the fellows;" such a boy is a power and not a piece of putty.

Knowing that he is a power, Tom must be taught to be independent and to earn his own way. And this applies to girls as well as to boys. I detest tramps, rich and poor. When Tom has learned to be independent himself, he will respect others who have to earn their own way in the

world. Again, Tom's teachers must teach him that he, being a power and independent, should not forget the law of interdependence. That is why I like the public school. It brings future citizens together on an equal footing. It is a good thing for broadcloth and homespun to sit side by side; it doesn't hurt homespun, and it does broadcloth good.

Tom's most effective teacher, when the boy is between the ages of 14 and 21, is the man for whom he works, and who pays him money. Here Tom's parents have a responsibility. They must choose his employer wisely. Finally, I would say, never give Tom up. If his teacher is cross and sarcastic, take up a missionary collection and send that teacher to the north pole. Remember that some boys do not mature until they are 25, and some men have astonished the world at 50. The stupid school boy of to-day may be the valedictorian at college, the statesman of future years. Again I say, never give Tom up!

### **Practical Hints and Examination Papers.**

#### **FIRST DAYS.**

A very large number of those who will teach during the year 1897-98 are now at work. They have looked forward to the first days at school with fear and trembling; they are now in the school-room and their pupils are before them. They hope they will do nothing to cause laughter or prejudice. If the first day has gone through without a break their spirits rise; they believe they can have a succession of such days.

The teacher of large experience will declare that the success of the year depends very much on what is done during the first days. There should be special effort made therefore to do right things and to do things in the right way.

**VISITING THE PARENTS.**—I shall suppose the reader to have a multi-graded school or a district school, because the vast majority are of this kind. It is the best to be in the district a few days before the school opens. There will be several families who exert a great influence in the district; these should be called on. One of the trustees will readily take his wagon and go with you on these visits. The plan should be to "make a call," let them see you, say some pleasant things and drive on.

At these visits you will keep an eye on the children, you will greet them pleasantly, tell them you will be glad to see them next Monday, learn their names, etc.

**FIXING UP THE SCHOOL-HOUSE.**—The building should be visited with the trustees and inspected. It will probably need cleaning. If it does efforts should be made to have it thoroughly attended to. (1) The stovepipes should be emptied of soot and the stove of ashes; both polished. (2) The floors, desks, and windows scrubbed. (3) The walls whitewashed. (4) Curtains put up at the windows. (5) The yard cleaned up. (6) A walk laid down to the road and a platform made in front of the door. (7) The outhouses put in repair and locks put on the doors; this last is imperative. The teacher must inspect the outhouses daily and see that they are kept neat and wholesome. Too many neglect this shamefully.

It may be thought that the cleansing and repairs suggested above will be beyond the power of the teacher. But he will be able to summon to his aid the parents and the older pupils. And it must be borne in mind that all of this interest in making the building sanitary and attractive exhibited by the teacher will react powerfully in his favour. He should repeatedly say that it is done to make the school a pleasant place for the children; parents will do almost anything to aid a teacher who has the interest of their children at heart.

**THE OPENING HOUR.**—The teacher should be early at the school building. As the children come in they should be greeted pleasantly, their names taken, some conversation opened to interest them and at the same time obtain information. Those who were seen in the preceding week will feel acquainted. Some should be appointed as monitors (1) to bring up strangers, (2) to aid in the duties of the school. The teacher should have one or all of the school officers on hand when the school is to be opened. If this cannot be done have some leading citizen there, the doctor, lawyer, or minister.

The hour of opening having arrived, the teacher raps for order; the official or leading citizen introduces the teacher and makes some brief remarks. Then the teacher says something by way of greeting, predicting pleasant days, hoping the friends of the school will come often. If a clergyman be present he may be asked to read the Scriptures

and offer prayer. The teacher will thank the parents for coming and helping start the school-ball and say, "You cannot stay with us at this time; in a week or two we shall be glad to have you come to see what we are doing."

If there has been no reading from the Scriptures and reciting the Lord's Prayer, these will follow. But few places object to this mode of opening the school; of course the teacher will be governed by the school officials in this matter. A hymn, a few verses from the psalms, a reciting of the Lord's Prayer make a proper opening ceremony.

**TAKING NAMES, ETC.**—This can be done very quickly; each can write his name and age and the books he studied, on a piece of paper. The class structure of last year had better be continued. Call for the "First Class" to rise, the "Second Class," etc. Each class may be brought forward and kept a few minutes, a lesson given and then sent to their seats. A programme should be put on the blackboard at once and the wheels started. Nothing prohibits disorder as effectively as a regular place of work and work actually going on.

**DETAILS.**—The classes having been started, lessons having been assigned, then the details must be attended to. Some will have no books, some are total strangers, some have not been at school before. The teaching must be considered.

A single hour will be long enough for the first session; a recess must be taken. The pupils must be got out of the rooms in good style and back again. These points will require close attention. Order is the first rule, but it must be gained by art and not by force.—*Teachers' Institute.*

## THE NEW SCHOOL YEAR.

BY ELLA M. POWERS.

To every teacher September means new experiences. Educational thought is ever new but this year it means more than it has ever meant before, for knowledge is broader, thought is higher, demands are greater.

In order to meet the increasing demands, the teacher may well ask, "Have I mental and physical strength for this year's work?" Have I a ready tact, sound judgment, do I love this work and these children, am I deeply interested in making each pupil's life better, purer and happier, am I patient, enthusiastic, sympathetic and ambitious?

How the questions succeed each other when once we yield to self-examination!

Is so much required that it seems unachievable? No, not if one thing be met and conquered at a time. Do not think of the year's work, and the fourteen million children who must be instructed, but think of the work of the present and your forty children.

The most severe test will be the first few days. The new teacher will "count time by heart throbs," for there is no time to her so precarious, so anxious, so soul-wasting as the first few hours before the little, strange faces. She must not show a trace of embarrassment, nervousness or confusion. One new teacher prepared for herself ten rules:

1. Be early.
2. See that the room is in perfect order: crayons, rulers, pencils, paper and books properly arranged.
3. Write the programme upon the blackboard, also draw the monthly calendar. Decorate it with a simple spray of woodbine and golden-rod in reds and yellows. Write a patriotic or timely motto on some blackboard.
4. Read a short psalm or some verses; sing one or two songs which some pupil may suggest.
5. Talk about the motto upon the board, have a few choice memory gems recited and devote a few moments to current events. What events of importance have occurred this summer? Of what are the people talking? Discuss these subjects briefly. Speak of the summer vacation, ask where the pupils have been, what they have seen, tell them some bright story of sea-shore, mountain or country life. All this may seem quite useless, but does it not tend to remove a feeling of strangeness, and are not the little ones "getting acquainted?" It is no waste of time to win these children to you by a long, friendly talk on the first morning.
6. Classify the pupils and assign short lessons for the late morning and the afternoon hours
7. Do not take time on the first morning to secure names and ages by passing up and down aisles with paper and pencil. As the pupils come forward to recite, let them bring to you slips of paper with their names written upon them.
8. As you ask questions—simple at first—the little cards may be used for reference and in a short time every name is known.

9. Mean everything you say ; do not talk too much, let the children talk.

10. Keep every child busy.

### HINTS TO TEACHERS.

Inflict no wounds. Bruise no blossoms. Implant no stings. Give the honey but not the gall of life to the little ones.

Be merciful. To the little culprits, be kind ; be tender ; be pitiful and compassionate.

Be loving. Love man and beast ; love tree and flower ; love rock and river ; love forest and sea ; love field and sky ; but most of all, love the children. Love is the great magnet which will draw children to itself. Remember who took a little child and placed him in the midst—who never refused to lay hands upon the little ones in blessing—who said "Suffer the little ones to come unto me !"

Be sympathetic. Walk hand in hand with children. Enter into their joys and share their sorrows. Be interested in the minutest thing which interests them.

Be equable. Nothing is more disastrous to one who would win children, than to be capricious and uneven. Children love stability. When that quality is lacking, they grow fearful and withdraw their confidence.

Be cheerful. Be like the sun, sending out warmth and light. Let the inner sunshine of your life shine out through your eyes, breathe out through your lips, vibrate in your voice, and magnetize your touch with gentleness.

Be self-controlled. The discipline of any school-room is in a perilous condition when the children are able to read the day's disasters in the morning face of the teacher.

Love the clasp of the tiny fingers and it will arouse all the motherhood or fatherhood in your nature. Value their guileless confidences and never betray their trust. Better a thousand times break faith with grown people than once with an artless innocent child.

Feed the souls of children, and verily, you shall have your reward. For your pleasant morning greeting, you will receive the sunshine of happy faces, the music of happy voices.

When their innocent eyes are frankly raised to your own, you may look down into the chambers of their souls and see the kingdom of God within.

You will hear the songs of birds, the rippling of woodland brooks; the light murmur of zephyrs, in the unstudied and unspoiled laugh of happy children.

In their guileless glances you will learn to see the blue sky; the verdant fields, the nodding heads of clover, the sprouting grain (promise of a bountiful harvest)—all that makes the joyous spring and the beautiful summer.

Thus, shall all your love, patience, sympathy and great heartedness, find their fruition. Whatsoever ye sow, that shall ye reap.—Sarah E. Sprague, in the *Educational News*.

**FIRE ESCAPE DRILL.**—The practicing of the pupils in the fire drill, in order to prevent accidents from the alarm of fire, is by many regarded as a most important part of school training. In the schools of Vienna the fire escape drill is executed in three different ways. In the case of a fire in the neighbourhood, (signal No. 1) the pupils place their books in their satchels, put on their outer garments, and leave the class-room in groups of four. If the danger is imminent, (signal No. 2) the books are left, the outer garments rapidly put on, and the room is vacated. In case of extreme peril, (signal No. 3) the books and clothing are left, and the exit is made immediately in groups. In the fire drill at Hamilton, Ont., arrangements are also made for each class to keep its own side of the stairway and move on independently of other classes preceding or following. In this school 600 pupils have vacated their class-room in less than two minutes. The fire drill is not only an effective safeguard against the danger of panics, but is also a good gymnastic exercise.

## EXAMINATION PAPERS FOR THE SUPERIOR SCHOOLS.

### ENGLISH GRAMMAR (GRADE III. MODEL SCHOOL OR I. ACADEMY.)

#### SECTION I.

1. Write out one after the other, (each separated from the other by a line) the clauses of the following passage from *The Deserted Village*:

Imagination fondly stoops to trace  
The parlour splendours of that festive place;  
The white-washed wall, the nicely sanded floor;  
The varnished clock that clicked behind the door;  
The chest contrived a double debt to pay,

A bed by night, a chest of drawers by day ;  
 The pictures placed for ornament and use,  
 The twelve good rules, the royal game of goose ;  
 The hearth, except when winter chilled the day,  
 With aspen boughs, and flowers and fennel gay ;  
 While broken tea-cups, wisely kept for show,  
 Ranged o'er the chimney, glistened in a row.

2. Parse all the words in the last two lines and give their syntax relationship.

3. Write out a list of the finite verbs in the above passage, and parse them in full.

## SECTION II.

4. What is case? Name the cases and define each of them with examples.

5. Name the various kinds of verbs and define each, giving examples in sentences.

6. What is the difference between a participle and a finite verb? Give examples in a sentence.

## SECTION III.

7. What is a syllable? What are the divisions of words according to the syllables they contain? Give examples.

8. Write out in tabular form the inflexions of the personal pronoun and the verb *to be*, respectively.

9. Write out three words derived from the verbs *amo*, *duco*, *nuncio*; one a noun, the second a verb, and the third an adjective, three words from each verb.

## ALGEBRA (GRADE III. MODEL SCHOOL OR I. ACADEMY.)

## SECTION I.

1. Put down any ten signs used in Algebra and explain them.

2. Divide  $a^6 + b^6 + c^6 - 3a^2b^2c^2$  by  $a^2 + b^2 + c^2$ .

3. Reduce to its lowest terms :

$$\frac{a^5 - b^5}{a - b} \text{ and } \frac{36x^2 - 12x + 1}{64 - 1}$$

## SECTION II.

4. Resolve into factors :

$$x^2 + 126x + 125 \text{ and } a^{16} - 1.$$

5. Find the H. C. F. of :

$$3a^3 + 5a^2 - a + 2 \text{ and } a^3 + a^2 - a + 2.$$

6. Find the L. C. M. of :

$$x^2 - 3xy + 2y^2 \text{ and } x^2 - xy - 2y^2.$$

## SECTION III.

7. Solve the equation :

$$\frac{x+9}{11} + \frac{x-2}{5} = \frac{x+5}{7}$$

8. Find a number which, if increased by its half, its third, and its fourth part, will amount to 100.

9. In a theatre there are 700 people, men, women, and children. There is one half as many women as men, and four times as many children as women. How many are there of each?

## FRENCH (GRADE III. MODEL SCHOOL OR I. ACADEMY.)

## SECTION I.

1. Translate into English :—Le plus grand plaisir des gamins de Potsdam était de voir Frédéric le Grand monté sur son cheval gris. Ils appelaient le roi papa Fritz, tiraient la queue à son cheval, saisissaient ses étrières et chantaient des airs populaires. Un samedi qu'ils avaient été plus malicieux que d'ordinaire, Frédéric leva son bâton et leur dit d'une grosse voix : "Allez à l'école, petits galopins." "À l'école" dirent les gamins en riant. "Papa Fritz ne sait pas qu'il n'y a pas d'école le samedi."

Translate into French :—Such temerity in so small a man astonished everybody, and Pepin turning round on his assistants asked them in a loud voice if they didn't think him brave enough to be a king. One of Swift's friends, one day sent the distinguished writer the present of a very fine fish. A celebrated Dutch doctor, once took up his residence in London, and continued to live there for many years.

## SECTION II.

3. Name four representative verbs of the four conjugations in French, and write out the present subjunctive of each.

4. Give answers in French of at least twenty words each to the following questions: Who discovered America? Where is the City of Quebec? What was the origin of the City of Montreal? Put the three queries also in French before answering them.

5. What are the special feminine forms of French nouns and adjectives.

## SECTION III.

6. Write out in full, with English, the present conditional of *partir*, the imperfect subjunctive of *avoir*, and the past (preterite) definite of *aller*.

7. Give with English, the third person plural of all the simple tenses active of a representative verb in each of the four conjugations. Name these tenses.

8. (Must be taken by all pupils.) Write from dictation the passage read to you.

N. B. for the Examiner.—The dictation for question 8 is on page 109 of the Progressive French Reader, beginning *Frédéric le Grand avait coutume* down to *accepter tout de suite*. The passage is to be read twice to the pupils.

ARITHMETIC (GRADE III. MODEL OR GRADE I. ACADEMY.)

SECTION I.

1. What number added to  $\frac{5}{8} + 2\frac{3}{4} + \frac{1}{5} - \frac{1}{8}$  will make the total equal to 4.
2. Reduce 3 tons 8 cwt. 1 gr. to the decimal of 6 tons.
3. A battalion of 1921 men is to be raised from four towns in proportion to their populations. Find the number of men raised from each if their inhabitants number 4150, 12450, 249000 and 29050 respectively.

SECTION II.

4. Find the compound interest upon \$37500 at three per cent. for three years.
5. Divide \$26910 among A, B, and C, so that A shall have five times as much as B, and B eight times as much as C.
6. Find the interest and the discount for 8 months on \$43260 at  $4\frac{1}{2}$  per cent. per annum.

SECTION III.

7. Find the square root of 117094041 and the cube root of 233744896.
8. Find the cost of painting both sides of a door 8 ft. 9 in. high and 4 ft. 10 in. wide, at 28 cts. per square foot.
9. How much stock must be bought in the 3 per cents at  $92\frac{1}{4}$  to produce an income of \$1350.

MENTAL ARITHMETIC (GRADE III. MODEL SCHOOL AND GRADE II. ACADEMY.)

1. What is 25 per cent. of \$96000 ? Ans.....
2. What is the cost of 1248 yds. at 25 cts. a yard ? Ans .....
3. Reduce 192 ounces to pounds. Ans .....
4. Multiply the cube of 5 by 25. Ans.....
5. Subtract five guineas from £19. 5s. Ans.....
6. How many feet are in 90 miles ? Ans .....
7. Add  $9\frac{3}{4} + 10\frac{1}{4} + 18\frac{3}{4}$ . Ans.....
8. Deduct 20 per cent. from \$19200. Ans .....
9. Multiply 123,456,789 by 91. Ans.....
10. Simplify  $\frac{2}{3} \times \frac{5}{8} \times \frac{3}{8} \times \frac{20}{37} \times \frac{1}{12}$ .

*In answering the above questions, I solemnly declare that I have used my pen or pencil in writing down the answers only. No marks will be given to any answer having an erasure or blotting about it.*

Signature of pupil,.....

Grade,.....

## ENGLISH (GRADE III. MODEL SCHOOL OR I. ACADEMY.)

## SECTION I.

1. Quote the passage beginning: "Ill fares the land to hastening ills a prey."

2. To each of the following lines give five additional lines of the context:

(a) "Near yonder copse, where once the garden smiled,"

(b) "Thus to relieve the wretched was his pride,"

(c) "Where then, ah! where shall poverty reside?"

## SECTION II.

4. Give the derivation and meaning of each of the following words: *disaster*, *aught*, *transitory*, *counterfeited*, *truant*, *plashy*, *mansion*, *gambol*, *peasantry*.

5. Write nine sentences, each containing one of the above words respectively, to show that you know the meaning of the word used, each sentence to contain at least twenty words.

6. Write explanatory notes on:—"altama, tornado, pensive plain and sweet auburn."

## SECTION III.

7. With each of the following words and phrases write a sentence illustrating its proper use: *Piece* and *peace*; *plane* and *plain*; *pleas* and *please*; *sink beneath*, *sink into* and *sink under*; *start at*, *start from*, and *start with*.

8. (a) I still had hopes, my *long vexations past*,

Here to return and die at home at last.

(b) If to the city *sped*, what waits him there?

(c) *Ill fares the land*, to hastening ills a prey.

Parse the underlined words, viz: long, vexations, past, sped, ill, land, and prey. Give as a context two lines before and two lines after a, b, and c.

9. Reproduce in your own words the paragraph read to you twice by the examiner. (The same paragraph as in Grade II. Model School.)

## DRAWING (GRADE I. ACACEMY.)

1. Draw a regular pentagon within a circle two inches in diameter, and on each side of the pantagon describe an equilateral triangle.

2. Draw a prism in perspective whose length is three times its base.

3. Represent on paper any kind of a carriage. (Do not attempt this by way of caricature.)

4. Enlarge the figure given below and draw it in duplicate. (The paper used must be drawing paper. No marks will be given to a figure that is not carefully drawn.)

## GEOMETRY (GRADE I. ACADEMY.)

## SECTION I.

1. Define a *right angle*, and state how you would draw one with pencil, compasses and ruler.
2. What is a *parallelogram*? There are four different kinds of parallelograms: draw them and define them.
3. Write out the three postulates, and any three of the axioms.

## SECTION II.

4. Write out the enunciations general and particular of the seventh proposition: draw the figure.
5. Draw the figure and give the construction of the second proposition. (The figure must be neatly drawn in pencil.)
6. Give the demonstration of the twenty-fourth proposition.

## SECTION III.

7. If from the ends of one side of a triangle two straight lines be drawn to a point inside the triangle, prove that they are together less than the other two sides of the triangle, but contain a greater angle.
8. Draw a straight line perpendicular to a given straight line from a given point without it.
9. If two triangles which have two angles of the one equal to two angles of the other, each to each, have one side equal to one side, namely, the sides adjacent to the equal angles, prove that the other sides of the triangle are also equal each to each, and the third angle of the one equal to the third angle of the other.

## LATIN (GRADE I. ACADEMY.)

## SECTION I.

1. Translate into English:—*Hostium agri totam hiemem a militibus Romanis ferro et igni vastantur. Magna copia frumenti a servis ad urbem Romam æstate proxima portabitur. Multis diebus ante de conjuratione senatum monuit servus. Cæsar omnes copias Rhenum media æstate traduxerat. Puer dextram manum lapide ictus est. Milites pugnaturi clamarem faciunt. Pacem petamus nam exercitus noster superatus est. Nemo, his rebus cognitis, hoc dixerit.*

2. Translate into Latin:—The soldier laid waste all the fields of the enemy. The enemy carried with them a large supply of grain. The slave advised his master to write a letter to Cæsar. The boy cut his head with a stone. The girls uttered a cry, when the soldiers asked for peace. He told the story to nobody.

## SECTION II.

3. Parse the verbs in the above Latin sentences, giving their principal parts.

4. Write a list of the nouns of the masculine gender in the above Latin sentences.

5. Parse all the words in the first sentence and also in the last sentence.

## SECTION III.

6. Give the four participles Latin and English of *amo*, *moveo*, *scribo*, and *audio*.

7. Write out the first person singular of the various tenses of the indicative passive of *moveo*.

8. Write out all the imperative forms of *amo* with their English equivalents.

## SACRED HISTORY (GRADE I. ACADEMY.)

## SECTION I.

1. Moses was a *law-giver*: John the Baptist was the *forerunner* of Christ: Peter was Christ's *disciple*: Paul was an *apostle*: Christ was *king*. Give and illustrate the meanings of the names printed in italics.

2. Write out ten of the precepts given by our Saviour in the Sermon on the Mount.

3. Under what circumstances did Jesus begin his public ministry? What was his first miracle? What was his first parable? Give a minute account of both.

## SECTION II.

4. Enumerate the events which took place from the time of our Saviour's arrest until the day of his crucifixion.

5. What is said in the Gospel of St. John of the "Good Shepherd"?

6. What circumstances in the history of St. Peter indicate his impetuosity of character?

## SECTION III.

7. Describe the election of "one of the twelve" to fill the position held by Judas the betrayer.

8. Write out in a column the names of the places visited by St. Paul on his first missionary journey, and make one statement in connection with each place respectively.

9. What were the circumstances connected with Paul's visit to Athens. Repeat his speech delivered on Mars Hill,

## ENGLISH GRAMMAR (GRADE II. ACADEMY.)

## I.

1. Form the plurals of pailful, forget-me-not, spend-thrift, lord-lieutenant, Miss Ross, hanger-on, crocus, criterion, formula, reef.

2. Give examples of adjectives that are capable of being used substantively. What kinds of adjectives are *not* used in the following sentence:—"Every man did that which was right in his own eyes."

3. Write in tabular form the inflections of the personal pronouns.

## II.

4. Write three short sentences in which the nom. poss. and obj. cases of "who," used as a relative pronoun, respectively occur.

5. Give transitive verbs corresponding to fall, lie, sit, rise. Distinguish between transitive and intransitive verbs.

6. What is the subject of a sentence? Give examples of five different kinds of subjects.

## III.

7. Parse the words in italics:—

*For who, to dumb forgetfulness a prey, This* pleasing anxious *being e'er* resigned, Left the warm *precincts* of the cheerful day. Nor cast *one longing* lingering look *behind*?

8. Construct three sentences; the first must contain a clause equivalent to an adverb, the second a clause equivalent to an adjective, and the third a clause equivalent to a noun.

9. Construct a complex sentence with two subordinate clauses. Analyze the sentence so constructed.

## ENGLISH COMPOSITION (GRADE II. ACADEMY.)

1. Write the following extract, correcting its spelling and inserting necessary punctuation:—

I was a hypocondriac lad and the sight of a boy in fetters upon the day of my first putting on the blue cloathes was not exactly fitted to asuage the natural terrors of initiation. I was of tender years barely turned of seven and had only read of such things in books or seen them but in dreams. I was told he had run away. This was the punishment for the first offence. As a novice, I was soon after taken to see the dungens these were little square Bedlam cells where a boy could just lie at his length upon straw and a blanket—a mattress I think was afterwards substituted—with a peep of light let in askanse from a prison orrifice at top.

2. Write in correct English :—

(a) Newton invented the law of gravitation.

(b) The Board of Education has resolved to erect a building large enough to accommodate five-hundred students three storeys high.

(c) She only lived for her child.

(d) He bears this with great equanimity of mind.

(e) This is the man whom they thought was a clergyman.

3. Write an essay (not exceeding one page) on *one* of the following subjects:—

A day's outing.

Kindness to animals.

Books.

### ALGEBRA (GRADE II. ACADEMY.)

#### SECTION I.

1. Divide  $12a^3 + 2a^6 b^2 - 40a^4 b^4 + 34a^2 b^6 - 8b^8$  by  $4a^4 - 6a^2 b^2 + 2b^4$ .

2. Add together these three fractions:

$$\frac{4a+5}{5a}, \quad \frac{3a-7}{3}, \quad \text{and} \quad \frac{9a+5}{12a^2}$$

3. Simplify by factoring the following:

$$\frac{a^2 - 3a - 10}{x^2 - 7x + 12} \cdot \frac{a^2 - 9a + 20}{x^2 - 8x + 16}$$

#### SECTION II.

4. Find the H. C. F. of:

$$36x^2 - 3x - 105 \text{ and } 15x^2 + 31x + 10$$

and the L. C. M. of:

$$a^2 - b^2, \quad a^2 - 2ab + b^2, \quad \text{and} \quad a^3 - b^3$$

5. Solve the equation:

$$\frac{18}{x+10} - \frac{9}{x+12} = \frac{12x+33}{x^2+22x+120}$$

6. Solve the equation:

$$\frac{x-b}{a-b} = \frac{x+2b}{a+b}$$

#### SECTION III.

7. Divide the number 200 into two parts so that one-half of one part increased by 25 shall equal one-third of the other part.

8. A man pays 100 dollars for a rifle, a shot-gun and revolver; one-half the price of the rifle equals one-third of the combined price of the shot-gun and revolver. What did the rifle cost?

9. At what time between five and six o'clock will the hands of a clock be opposite each other?

## FRENCH (GRADE II. ACADEMY.)

## SECTION I.

1. Translate into English :—Cependant la trahison d'un Grec nommé Epitatos avait livré aux Perses les hauteurs qui dominent le défilé. Léonidas, en ayant été instruit, n'en résolut pas moins de disputer le passage à l'armée de Xerxès ; il revêtit ses habits royaux, sacrifia aux dieux, fit faire aux trois cents hommes qu'il commandait un léger repas, et fondit à leur tête sur l'ennemi. Quatre fois il fit reculer les Perses ; mais enfin, accablés par le nombre, ces héroïques guerriers moururent tous jusqu'au dernier. Plus tard les Grecs firent élever en ce lieu un monument portant cette inscription :

*Passant, va dire à Sparte que nous sommes tous morts ici pour obéir aux lois de la patrie.*

2. Translate into French :—One day our hero took part in a fight between a large lion and a bull of great strength. The lion, as you know, is called the king of beasts ; but he is also very adroit in the way he seizes his prey ; and he soon showed this, taking hold of the bull by the throat, so that the latter might not be able to use his horns against him.

## SECTION II.

3. Give the third person plural of the past (preterite) definite of all the verbs in the above passage.

4. Write out in full with the English the present subjunctive of *aller*, *voir*, and *vouloir*.

5. Translate these quotations :

(a) Je vous l'avais bien dit,

(b) Je me ferais couper un bras plutôt que de la perdre.

(c) Le grenadier ne savait comment faire porter la co-  
carde à l'enfant.

Parse all the verbs in these quotations.

## SECTION III.

6. Give answers in French of at least twenty-five words each to the following questions :

(a) Where, when, and by whom was the Battle of Hastings fought ?

(b) What do you know of Wolfe and Montcalm ?

(c) How often was Frontenac Governor of Canada ?

Put the three queries also in French before answering them.

7. What are the special feminine forms of French nouns and adjectives ?

8. (Must be taken by all the pupils.) Write from dictation the passage read to you.

## ARITHMETIC (GRADE II. ACADEMY.)

## SECTION I.

## 1. Simplify

$$\frac{8\frac{2}{5} - 7\frac{3}{4} + 5\frac{2}{3} - 4\frac{1}{2}}{13 - 11\frac{9}{10} + 10\frac{2}{5} - 9\frac{1}{2}} \times 1\frac{3}{4} \text{ of } \frac{365}{72}$$

and reduce the result to a decimal fraction.

2. If 6 compositors working 8 hours a day for 10 days set up the type for a book of 720 pages, having 45 lines on a page, how many hours a day must 9 compositors work to set up the type for a similar book of 540 pages of 48 lines on a page in 4 days.

3. (a) Reduce 4 mi. 12 per. 5 yds. 6 in. to inches, and show that the work is correct by changing the result into miles, etc.

(b) Find the value in Canadian currency of £12 6s.

## SECTION II.

## 4. Extract the square root of 1892.25.

(a) A moat 39 feet broad closely surrounds a wall 52 ft. high. How long a ladder will be required to just reach the top of the wall from the outer edge of the moat?

## 5. Define Premium, Days of Grace, Brokerage, Discount.

(a) Find the difference between the True and the Bank Discount on \$165.60 for 3 yrs. @ 5 per cent.

6. A father dies leaving \$1,690 to be paid to his son John at the end of 3½ years with simple interest @ 5½ per cent., and \$1,728 to his son James to be paid at the end of the same period with compound interest @ 5 per cent. How much does each eventually receive?

## SECTION III.

## 7. Give the table of weights and measures in the Metric System.

(a) A wheel of a bicycle is 2 metres in circumference. How many times does the wheel revolve in going five miles?

8. A room 30 ft. long 24 ft. wide and 12 ft. 6 in. high contains 3 windows, each 6 ft. by 3 ft., and 2 doors, each 7½ ft. by 3½ ft. The base-board is 6 in. wide. How much will it cost to paper the room with paper 27 in. wide, and worth 21 cents per yard.

9. How many cubic metres of water are contained in a rectangular tank 625 cm. long, 160 cm. wide and 80 cm. deep? How many litres? How many kilograms? How many gallons?

## CANADIAN HISTORY (GRADE II. ACADEMY.)

## 1. Answer any three of the following questions:—

(a) Describe the relations of Frontenac with the Indians and the New England colonists.

(b) Indicate the importance and trace the fortunes of Louisbourg.

(c) Write what you know about boundary disputes between the United States and Canada.

2. Make brief but precise notes on : Poutrincourt, Mme. de la Tour, Jesuit missions, expulsion of the Acadians, Carillon, Vaudreuil, "Family Compact," Chrysler's Farm, Louis Papi-neau, Reciprocity Treaty of 1854.

3. Assign events to 1534, 1629, 1641, 1774, 1842.

4. Outline the main political events of 1842-67.

#### BRITISH HISTORY.

Answer any three parts of question 1, and two of the other questions.

1. (a) Sketch the reign of Edward the Confessor.

(b) Describe the relations of England and Scotland during the reigns of Edward I. and Edward II.

(c) Give as long a list as you can, with dates, of the domestic disturbances which took place under the Tudors.

(d) Explain Cromwell's policy towards Ireland, Scotland and the continental states of Europe.

(e) Name ten great naval engagements in which England has taken part.

2. Make brief but precise notes on :—Penda, Hengsdown Hill ; Edmund Ironside ; *Curia Regis* ; Anselm ; Third Crusade ; Provisions of Merton ; Battle of Herrings ; Treaty of Pecquigny ; Act of Supremacy ; Petition of Right ; Titus Oates ; Ramillies ; Gordon Riots ; Cawnpore.

3. Assign dates to :—Death of Alfred the Great ; Battle of Stamford Bridge ; Constitutions of Clarendon ; Mise of Lewes ; Wat Tyler's Revolt ; Capture of Calais ; Execution of Charles I. ; Trial of the Seven Bishops ; Battle of Plassey ; Repeal of the Corn Laws.

4. Trace minutely the geographical development of the British Empire as it exists to-day.

#### ENGLISH (GRADE II. ACADEMY.)

##### SECTION I.

1. (a) Give the date of publication of "The Lady of the Lake."

(b) Give a short description of the place of the scene of action in the poem.

(c) Give the title of each Canto.

2. To whom, by whom, and on what occasion were the following words spoken :

(a) "My hope, my heaven, my trust must be  
My gentle guide in following thee."

(b) "Back, beardless boy"!

(c) "Chieftains forego,  
I hold the first, who strikes, my foe."

- (d) "Earth does not hold a lonesome glen  
So secret but we meet again."  
(e) "Weird women we by dale and town  
We dwell afar, from tower and town."
3. To each of the following lines add five lines of the context.
- (a) "The Hunter marked the mountain high."  
(b) "The mountaineer cast glance of pride."  
(c) "A Chieftain's daughter seemed the maid."  
(d) "Speed, Malise, speed."

## SECTION II.

4. Write short notes on each of the following :
- (a) The Fiery Cross.  
(b) The Bleeding Heart.  
(c) James Fitz James.  
(d) "Three mighty lakes."
5. (a) Give the derivation of each of the following words:

*Stanch, sheen, prove, shallop, whinyard, boon, quarry.*

(b) Write out seven sentences, each containing one of the above words respectively to show that you know the meaning of the words used.

6. Locate the following places and give a short description of each: Coilantogle, Balquidder, Glenfinlas, Lock Lomond, Beal 'an Duine.

## SECTION III.

7. Give a description of the meeting between Roderick Dhu and Malcolm Graeme as narrated in Canto II.

8. Write an account of the life of Sir Walter Scott, mentioning his principal works with the date of publication.

9. Reproduce in your own words the paragraph read to you twice by the examiner. (The same paragraph as in Grade II. Model School.)

## DRAWING (GRADE II. ACADEMY.)

1. Draw a regular pantagon within a circle two inches in diameter, and on each side of the pentagon describe an equilateral triangle.

2. Draw a prism in perspective whose length is three times the width of its base.

3. Represent on paper any kind of a carriage. (Do not attempt this by way of caricature.)

4. Draw the figure underneath with the usual finishing line. (The paper used must be drawing paper.)

## GEOMETRY (GRADE II. ACADEMY.)

## SECTION I.

1. Define a right angle, and state how you would draw one with pencil, compasses and ruler.
2. What is a parallelogram? There are four different kinds of parallelograms: draw and define them.
3. Write out the three postulates and any three of the axioms. What is a gnomon?

## SECTION II.

4. Construct a parallelogram equal to a given rectilineal figure and having an angle equal to a given rectilineal angle.
5. Prove that triangles on equal bases and between the same parallels are equal.
6. Prove that the interior angles of any polygon, together with four right angles, are equal to twice as many right angles as the polygon has sides.

## SECTION III.

7. In a right-angled triangle  $ABC$ , if the hypotenuse  $AB$  is double the side  $BC$ , prove that the angle  $ABC$  is double the angle  $BAC$ .
8. If a straight line be divided into two equal and also into two unequal parts, prove that the rectangle contained by the unequal parts with the square on the line between the points of section is equal to the square on half the line.
9. Divide a straight line into two parts, so that the rectangle contained by the whole and one part may be equal to the square on the other part.

## LATIN (GRADE II ACADEMY.)

## SECTION I.

1. Translate into sound English sentences:

Tum demum Liscus, oratione Cæsaris adductus, quod antea tacerat, proponit: "Esse nonnullos, quorum auctoritas apud plebem plurimum valeat; qui privati plus possint, quam ipsi magistratus. Hos seditiosa atque improba oratione multitudinem detertere, ne frumentum conferant, quod præstare debeant. Si jam principatum Galliæ obtinere non possint, Gallorum, quam Romanorum imperia perferre, satius esse, neque debitare debere, quin, si Helvetios superaverint Romani, una cum reliqua Gallia Æduis libertatem sint crepturi. Ab iisdem nostra consilia, quæque in castris gerantur, hostibus enunciari: hos a se coerceri non posse. Quin etiam, quod necessario rem coactus Cæsari enunciarit, intelligere sese, quanto id cum periculo fecerit, et ob eam causam, quam diu potuerit, tacuisse."

2. Translate into Latin:—It was announced to Cæsar that the Helvetians had it in mind to make a journey. One way remained by which they were not able to go, if the Sequani were unwilling. When the day came, which he had agreed upon with the ambassadors, he declared that he could not give them permission to pass through the Roman province.

## SECTION II.

3. Write in the three columns all the nouns in the above extract according as they are masculine, feminine or neuter.

4. Give the principal parts of all the verbs in the first three sentences.

5. Parse all the words in the last sentence.

## SECTION III.

6. Give three English words that are derived respectively from *valent*, *obtinere*, *enunciavit*, three words from each word.

7. Give the third person plural of all the tenses indicative, active and passive of *taceo*.

8. Decline *is*, *ea*, *id*, placing a Latin noun after each form and declining it also.

## BOTANY (GRADE II. ACADEMY.)

## SECTION I.

1. Name and describe any three of the Canadian field plants that appear at an early date in springtime. Classify them.

2. Enumerate and describe the various organs of the flower, giving their functions.

3. What is a diœcious flower? Name at least five such plants and describe their flowers.

## SECTION II.

4. What are the principal foods which plants require and where are they obtained?

5. Describe the fruits of any five of the rosaceous plants.

6. Draw a figure of the Shepherd's Purse, and give a general description of its root and leaves.

## SECTION III.

7. If you happened to find a plant whose name you did not know, how would you proceed to identify it?

8. What are cotyledons? Describe their functions. Give the names of ten plants that are dicotyledonous.

9. Explain the terms: *spore*; *capsule*, *glume*, *stipule* and *pyxis*.

### Books Received and Reviewed.

[All Exchanges and Books for Review should be sent direct to the Editor of the *Educational Record*, Quebec, P. Q.]

The *Ladies' Home Journal* for August contains the fifth of Charles Dana Gibson's drawings from Dickens. It portrays Mr. Pickwick delivering his famous oration. The midsummer number also contains several good short stories.

The August number of the *Canadian Magazine* is Canadian throughout in tone and yet in no way narrow. It is an excellent issue of an excellent periodical, containing an article on the "Royal Canadian Academy," handsomely illustrated; an article on "Measure Mending," in which a new system of weights and measures is proposed; and a larger share than usual of choice fiction, including the first instalment of Fergus Hume's new story "Hagar of the Pawnshop." The editor, John A. Cooper, compares recent writings of Bellamy and Howells.

In the September *Canadian Magazine* is an interesting paper by Dr. R. M. Bucke, in which is given the proof, from a newly discovered anagram, that Bacon wrote the Shakespeare drama. "The Premiers of Manitoba" and "University Athletics" are two of the illustrated articles; while in "My Contemporaries in Fiction," David Christie Murray discusses Marie Corelli and her work. In this number a new departure is to be found in two pages of literary notes in French by Hector Garneau. The *Canadian* is advancing with rapid strides, and the September issue is one of the best that has appeared so far.

The *Ladies' Home Journal* is a safe magazine for the family. Its tone is thoroughly wholesome and elevating, and its matter varied and instructive. In the September number, the usual "departments" are well filled with editorial contributions. "Droch's Literary Talks" are continued, and the tenth article of the series "Great Personal Events" describes the scene when Henry Clay said farewell to the Senate.

The *Atlantic Monthly* for September contains much of the best in current literature. Professor Woodrow Wilson's "On Being Human" is a delightful paper with a fine literary flavour about it. Among the other interesting features of the number are, an article on "The New York Police Force" by Theodore Roosevelt, a discussion of the

question, "Are the rich growing richer and the poor poorer?" by Carrol D. Wright, and a second group of unpublished letters of Dean Swift, edited by George Birkbeck Hill. With its October number, the *Atlantic* will celebrate its fortieth anniversary, and among the notable contributions will be an article by Henry M. Stanley, "A Quarter of a Century's Progress in Equatorial Africa," a review by John Fiske of the political changes in the United States since Tocqueville, and a literary article by Ferdinand Brunetière.

The *Monist*, Dr. Paul Carus' philosophical quarterly, for July presents to its readers several valuable articles, among which is one on "The Value of Pain" by Woods Hutchinson, M.D., and the "Basis of Morals," a posthumous paper of an anarchist philosopher, Dyer D. Lum.

As the *Kindergarten Review*, the periodical hitherto known so widely as the *Kindergarten News*, takes another step forward. It is devoted not only to the interests of the kindergartner but also those of the primary teacher, and with the able editorship which the publishers have secured for it, and the recent enlargement in size and scope, should find its field of usefulness much widened. The *Review* is published by the Milton Bradley Company, Springfield, Mass.

DICTIONNAIRE DE NOS FAUTES, by Raoul Rinfret, and for sale by Messrs. Wm. Drysdale and Company, Montreal, is a useful compendium of errors which are commonly committed against the idiom of the French language. Besides the alphabetical list of expressions wrongly used, the author gives valuable rules of grammar and pronunciation, together with a collection of French and English words which are much alike in spelling. The book is well arranged and in such a way as to be of great service to those who wish to investigate the intricacies of the French language. The study of words and the various shades of meaning attached to them is always interesting, and M. Rinfret's book opens up a field for much profitable study.

SOLDIERS OF FORTUNE, by Richard Harding Davis, and published in Canada by the Copp, Clark Company, Toronto, is deserving of special notice among the new books of the year, and should have been spoken of in these pages before now. Mr. Davis has shown in this latest work of his that

he has the qualities that go to make the popular storyteller. "Soldiers of Fortune" is a wholesome, well-told tale, in which the interest of the reader is sustained till the end. The value of the book is enhanced by the original drawings of Charles Dana Gibson, to whom was entrusted the illustration of the story.

### Official Department.

#### DEPARTMENT OF PUBLIC INSTRUCTION.

QUEBEC, May 21st, 1897.

On which day the regular quarterly meeting of the Protestant Committee of the Council of Public Instruction was held.

Present:—R. W. Heneker, Esq., D.C.L., L.L.D., in the chair; The Venerable Archdeacon Lindsay, M.A., D.C.L.; George L. Masten, Esq.; the Reverend Principal Shaw, D.D., LL.D.; A. Cameron, Esq., M.D.; Professor A. W. Kneeland, M.A.; the Reverend A. T. Love, B.A.; H. B. Ames, Esq., B.A.; the Very Reverend Dean Norman, D.D., D.C.L.; the Reverend E. I. Rexford, B.A.; Principal Robins, LL.D.; N. T. Truell, Esq.

Samuel Finley, Esq., sent a letter of regret at his unavoidable absence.

The minutes of the last meeting were read and confirmed.

Report of the sub-committee on professional training was submitted.

Moved by the Reverend E. I. Rexford, seconded by Dr Robins, and

*Resolved*,—That the following memorandum, adopted by the joint committee on professional training in conference with representative of the universities be received and adopted, and that copies of the memorandum be transmitted to the universities for their approval:

#### MEMORANDUM.

1st. That academy diplomas shall be granted only to graduates in arts who fulfil the following professional conditions, namely: (a) That they attend a course of about one hundred lectures on education given in the universities during some year of the under-graduate or post-graduate course, and pass a satisfactory examination in the same, and (b) that they produce satisfactory evidence of having

taught under supervision for fifty school days in a school approved by the Protestant Committee, and (2) of adequate teaching ability and powers of discipline.

2nd. That such a course be considered part of the university course and one of the options for the B. A. degree.

3rd. That the course recommended above may be provided for by the appointment of a professor of education on the staff of the faculty of arts in either or each of the universities.

To complete this arrangement, it will be necessary for the professor of education to arrange and supervise the practical training of the candidates, and to certify that the candidates have fulfilled the non-professional requirements laid down by the Protestant Committee.

Moved by Dr. Robins, seconded by the Reverend Mr. Love, and

*Resolved*,—That the regulations respecting professional training adopted in November 1896, be amended so that the paragraph read thus:

That after September 1897, professional training be required for every grade of diploma, and that thenceforth diplomas for Protestant schools be granted only by the Protestant Committee of the Council of Public Instruction, acting through the Central Examining Board, which is held to report its actions stately to the Protestant Committee.

Moved by Dr. Robins, seconded by Professor Kneeland, and

*Resolved*.—That paragraph 2 of the regulations above cited be explained by inserting the following note:

Until further notice the Principal of the Normal School is permitted in exceptional cases to accept third grade model school certificates as qualifying for admission to the elementary school class of the Normal School at the September admission only.

The report of committee on distribution of bonuses to successful teachers was presented and, upon motion of Mr. Ames and Professor Kneeland, was adopted.

The secretary submitted a list to show the second allocation of the poor municipality fund as proposed by the department. The list was duly approved.

The resignation of E. J. Hemming, Esq., Q.C., D.C.L., as associate member of the Committee, was read, after which

it was moved by the Reverend Principal Shaw, seconded by the Very Reverend Dean Norman, and

*Resolved*,—That we learn with regret that our esteemed colleague, E. J. Hemming, Esq., Q.C., D.C.L., finds it necessary to tender his resignation as a member of the Protestant Committee of the Council of Public Instruction.

That in reluctantly accepting his resignation, we do so with pleasant memory of our association with him through many years in the work of the committee, and of his uniform courtesy towards his *Confrères*, and with cordial appreciation of the long and faithful and most valuable service which, with untiring devotion, he has rendered to the interest of Protestant education, while his legal knowledge and experience have been of very great service on many important occasions.

We hereby record our high estimate of his personal worth and of the great benefit which his public labors have afforded to the province in its educational, moral and material advancement.

That a copy of this resolution be forwarded to Dr. Hemming.

It was agreed to proceed to the election by ballot of a successor to Mr. McArthur.

Letters and petitions from various persons were read by the secretary in favor of the following persons:—The Reverend Professor Warriner, B.D.; S. P. Leet, Esq., B.C.L.; N. T. Truell, Esq.; G. J. Walker, Esq.; John McOuat, Esq.; J. H. Buchan, Esq., B.C.L.; J. C. Wilson, Esq., and George Calder, Esq., B.A.

Balloting was continued till Mr. W. J. Whyte, of Leeds, received a majority of votes and was declared elected.

The Honorable Justice Lynch, D.C.L., of Knowlton, was then elected in the same manner to fill the vacancy caused by the resignation of Dr. Hemming.

The following changes in the course of study for grade three academy were approved on recommendation of the A. A. Board of Examiners:

Latin to be:—Cæsar Bell. Gall., bks. 1 and 2.

Virgil, *Aeneid*, bk. 1.

Latin Grammar.

Translation at sight and prose composition, both based on the prescribed prose text.

Greek to be:—Xenophon, Anab., bk. 1.

Greek Grammar.

Translation at sight and prose composition, both based on the prescribed text.

French to be:—French Grammar.

Easy translation from French into English and from English into French.  
The reproduction in French of an essay read in English.

The report of Dr. Shaw and Dr. Robins on the application of Miss Pitcher, of Stanstead College, for the introduction of German into the course of study for academies was read and adopted. The recommendations contained therein were to the effect that German be not made an optional subject in grade two academy, but that in grade three it be accepted when a school provides it in place of Greek.

The application of Miss I. H. Ferguson for a first class diploma was granted.

The chairman reported progress on provision for preparing and printing English version of amended school law. It was agreed to leave the matter in his hands and to continue the work of translation.

The report of sub-committee on distribution of grants was presented by Professor Kneeland and re-committed to the sub-committee.

Dr Shaw and Dr. Robins reported in favor of recognizing the New Jersey Normal School as a "public training institution outside of the province approved by the Protestant Committee," to enable such persons as have taken its course to receive academy diplomas on fulfilment of the other conditions legally required, reg. 54; and in favor of accepting all diplomas issued by said school as *prima facie* evidence of proficiency in the subjects covered by its examinations, and of exempting the holders from examination in such subjects when they apply for a diploma valid in this province. The report was adopted.

Dr. Robins gave notice of the following motions:

First,—That it is expedient to issue a diploma for Kindergartners.

Second,—That it is desirable to modify the existing system of paying bursaries to students attending the McGill

Normal School, and to equalize by other measures the terms on which teachers-in-training from the country and from the city of Montreal attend this institution.

The report of the text-book committee was read. Moved by Professor Kneeland, seconded by the Reverend E. I. Rexford, that the report be received and adopted, and that the secretary be instructed to forward the recommendations therein contained, to the Lieutenant-Governor in Council for approval.—Carried.

The following books are therefore to be submitted to the Lieutenant-Governor in Council for authorization for use in Protestant schools: (1) Collar's First Latin Book, Ginn & Co.; (2) White's First Greek Book, Ginn & Co.; (3) Church's Shorter Latin Course, parts 1 and 2, McMillan; (4) West's English Grammar for Beginners, Copp, Clark Co.; (5) West's Elements of English Grammar, Copp, Clark Co.; (6) Hyde's Practical Lessons in English, Copp, Clark Co.; (7) Brooke's English Literature, new edition; (8) Tarr's Physical Geographies, McMillan & Co.; (9) Muche's Science Readers, McMillan & Co.; (10) Story Book Readers, Nelson & Sons; (11) Quebec Readers, Educational Book Co., Vertical Copy Books, Educational Book Co.

The Reverend Dr. Shaw on behalf of the Special Committee on Text Books, reported: That verbal changes demanded by this Committee in agreement made by special Committee with the Educational Book Company, referred to in minutes of February 24th, 1897, have been made with the approval of the Educational Book Company.

He also submitted the reply of the Educational Book Company as to the obligations of the company in their contract of February 12th, 1895, with this Committee concerning their course of Readers.

A letter from Mr. Crapsey, concerning mathematical blocks, was read. It was moved by the Reverend E. I. Rexford, seconded by the Reverend Dr. Shaw, That the attention of the Superior Schools be directed to Kennedy's Mathematical Blocks as a very desirable piece of apparatus for teaching elementary mensuration.—Carried.

The list of deputy examiners for the June examinations was approved, subject to the concurrence of the department.

The following examiners were appointed to assist Dr. Harper in the examination of superior school papers: Inspectors Parker, Hewton and Gilman, Professor Kneeland, Madam Cornu, Miss Gale, Mr. R. M. Harper, Mr. P. Langlois.

Moved by Mr. G. L. Masten, seconded by the Venerable Archdeacon Lindsay, That the sum of three hundred dollars be allowed to defray the expenses of the examiners taking part in the examination of superior school papers, and that Dr. Harper consult with the Quebec members as to the selection of examiners to replace any who may be unable to act.—Carried.

The Reverend Dr. Shaw, the Reverend E. I. Rexford and the Reverend A. T. Love were appointed a sub-committee to prepare for the distribution of superior education grant in September, the chairman and the teachers' representative being members ex-officio.

Moved by Dr. Cameron, seconded by Mr. Masten, That the Secretary be instructed to secure from the universities and colleges receiving grants from the Committee, a statement giving the number and names of *bonâ fide* matriculated students who have passed the various sessional examinations.—Carried.

Dr. Harper's interim report was read.

The directors of institutes announced that they had decided to recommend that no institutes be held this year.—Approved.

The following financial statement of the Committee was submitted and approved:

FINANCIAL STATEMENT PROTESTANT COMMITTEE OF THE  
COUNCIL OF PUBLIC INSTRUCTION.

1897. *Receipts.*

Feb. 24—Balance on hand..... \$4,160 85

1897.

*Expenditure.*

Feb. 27—Inspector of superior schools, salary.....	\$ 300 00
Secretary's salary.. .....	62 50
Apr. 13—Inspector of superior schools, supplies from T. J. Moore.....	12 80
May 14—Inspector of superior schools, salary to July 1st.....	300 00
Secretary's salary.....	62 50
J. M. Harper, expenses on trip to ex- amine schools for school ground prize .....	40 00
	<hr/>
	\$ 777 80
Balance on hand .....	3,383 05
	<hr/>
	\$4,160 85
	<hr/>
Balance as per bank book .....	\$3,723 05
Outstanding cheques.....	340 00
	<hr/>
True balance.....	\$3,383 05
	<hr/>

R. W. H.

Notice of motion by Mr. H. B. Ames. That at the next meeting of the Committee I will ask for the consideration of the subject of giving to each member of this Committee the right to appoint a proxy in case of necessary absence.

Notice of motion by Mr. Truell. That a permanent sub-committee on the course of study be appointed to consider any alterations in the course which it may be found necessary to make from time to time.

After reading the rough minutes the Committee adjourned to meet on Friday, September 24th, or earlier, on the call of the chairman.

G. W. PARMELEE,  
Secretary.

## NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, by order in council dated the 16th of June (1897), to detach from the municipality of "Pointe Claire," county of Jacques Cartier, the following cadastral lots, to wit: from and including No. 63 to No. 107 inclusively, and to erect them into a distinct school municipality, by the name of "Côte Saint Rémi," of the parish of Pointe Claire, county of Jacques Cartier.

16th June.—To erect the following territory into a distinct school municipality, for Protestants only, under the name of "Saint Sauveur school municipality":

1. A tract of land situated on the north side of the river Saint Charles; bounded on the north by the parish of Charlesbourg, on the south by the river Saint Charles, on the east by the parish of Notre-Dame des Anges, and extending on the west as far as, but not including lot 52 of l'Ancienne Lorette. Cadastral numbers 2382, 2383, 2386, 2387, 2400, 2401, 2404, 2405, 2406, 2407, 2408, 2409, 2418, 2419, 2420, 2421, 2422, 2425, 2426, 2428, 2429, 2431, 2432, 2433, 2434, 2435.

2. A tract of land situated on the south side of the river Saint Charles; bounded on the north by the said river, on the south by the parish of Saint Foye, on the east by the city of Quebec, and on the west by the parish of l'Ancienne Lorette. Cadastral numbers 2343, 2346, 2354, 2356, 2357, 2360, 2361, 2364, 2365, 2366, 2367, 2372, 2373, 2376, 2377.

3. Cadastral lot number 12 of l'Ancienne Lorette.

16th June.—To detach from the school municipality of Saint Charles, "parish," county of Saint Hyacinthe, lots Nos. 602, 603, 604, 605, 606, 607 and 608 of the cadastre of the parish of Saint Denis, same county, and annex them to the school municipality of Saint Denis, No. 2.

30th June.—To detach from the school municipality of Ile Saint Ignace, county of Berthier, district No. 1, which comprises the whole north concession of Ile Saint Ignace, Ile Saint Amand, Ile des Plantes and Ile Ducharme, and erect it into a distinct school municipality under the name of "La Vérendrie."

30th June.—To detach from the school municipality of "l'Annonciation," county of Labelle, the following lots, to wit:

Nos. 1 to 28 inclusively, range south-west, Rivière Rouge, township Marchand.

Nos. 1 to 28 inclusively, range north-east, Rivière Rouge, township Marchand.

Nos. 1 to 25 inclusively, range south, Macaza, township Marchand.

Nos. 1 to 24 inclusively, range north, Macaza, township Marchand.

Nos. 24 to 38 inclusively, range A, township Marchand.

Nos. 24 to 38 inclusively, range B, township Marchand.

Nos. 1 to 8 inclusively, range C, township Marchand.

Nos. 1 to 9 inclusively, range D, township Marchand.

Nos. 1 to 9 inclusively, range E, township Marchand.

Nos. 1 to 25 inclusively, range F, township Marchand, and erect this territory into a distinct school municipality, under the name of "Macaza."

30th June.—To erect into a new school municipality, by the name of "school municipality of Agnès and Mégantic," in the counties of Beauce and Compton, the village of Agnès, county of Beauce, and village of Mégantic, county of Compton.

30th June.—To detach from the school municipality of "Grande Baie," county of Chicoutimi, all the numbers of the official cadastre of the "village Grande Baie," county of Chicoutimi, and the following lots of the cadastre of the "parish of Saint Alexis," in the said county, to wit: from and including No. 58 to No. 101, inclusively, numbers 105, 111, 112 and 113, from and including No. 314 to number 318, inclusively, and number 474, and to erect them into a school municipality under the name of "village Grande Baie"

30th June.—To appoint Mr. Thomas Gilchen, a member of the Catholic school commission for the city of Quebec, to replace Mr. Felix Carbray, whose term of office has expired.

30th June.—To appoint Mr. Paul G. Martineau, advocate, of the city of Montreal, a member of the board of Catholic school commissioners, to replace Dr. L. E. Desjardins, whose term of office has expired.

30th July.—To appoint the Honorable Richard R. Dobell a school trustee for the municipality of Saint Colomban of Sillery, in the county of Quebec, in the place of himself, his term of office being expired.

His Honor the Lieutenant-Governor has been pleased, by order in council dated the 28th of August last (1897), to detach the lots contained in ranges five and six, of the *fief* Cumberland and the Saint Jean concession, as well as lots 2, 3, 8 and 11, in the first range, and lots 5, 6, 7, 8, 9 and 11, in the second range of the township of Watford; from the school municipality of Saint Benjamin, Dorchester county, and annex them to the school municipality of Aubert Gallion, Saint George, Beauce county.

To erect into a school municipality under the name of "Saint Charles de Spaulding," in the county of Beauce, the following territory, to wit:

All the lots from No. 1, inclusively, to No. 36, inclusively, of ranges I, II, III, IV, V, VI, VII, VIII and IX, of the township of Spaulding.

To substitute the name of "Saint Philémon" to that of "Township Mailloux" for the school municipality bearing this latter name in the county of Bellechasse and to amend in keeping with the foregoing the orders in council of the 19th of July 1870, of the 18th of September 1871, of the 9th of July 1883 and of the 18th of February 1892.

To appoint the Reverend Messrs. P. M. Albert Hogue, parish priest of Shefford West, and Auguste Laurence, parish priest of Westbury, school commissioners for the school municipality of Saint François-Xavier de Farnham East, in the county of Brome.

To appoint Messrs. James Rourke, Robert Wright, David Hornby, John Jack and William Samuel Semple, school commissioners for the new municipality of "Saint Sauveur," county of Quebec.

His Honor the Lieutenant-Governor has been pleased to appoint, on the 28th of August last (1897), Messrs. François Rocheleau, Narcisse Dusseault, Régis Molleur, Alfred Deranleau and Alex. Bélisle, jnr., school commissioners for the new municipality of Saint Pierre de Vérone, county of Missisquoi.

To appoint, on the 25th of August last (1897), Mr. Domino Langevin, school commissioner for the school municipality of Saint Vincent d'Adamsville, county of Brome, continued in office.

His Honor the Lieutenant-Governor has been pleased, by order in council dated the 13th September instant (1897), to detach from the municipality of Garthby, in the county

of Wolfe, the village of Beaulac, and to erect the same into a separate school municipality with the same limits as are assigned to it by the proclamation of the 17th December last, 1896.

To appoint Reverend Mr. A. A. Soucy, school commissioner for the municipality of Fox Cape, in the county of Gaspé, in the place and stead of Mr. Baptiste Vallée, *père*.

15th September — To detach from the school municipality of Saint-Tite village, in the county of Champlain, the following lots of the official cadastre of the parish of Saint-Tite, in the said county, to wit: from and including No. 245 to No. 251 inclusively, and from and including No. 296 to No. 330 also inclusively, and to erect the same into a separate school municipality under the name of "Saint-Tite North."

The foregoing erections will take effect on the 1st July next, (1898).

#### CIRCULAR FOR 1897-98.

The attention of the principals and head-teachers of the superior schools is respectfully invited to the following suggestions and instructions for 1897-98; and for the guidance of this office they are requested to send by return of mail a postal card with the names of the members of their staff and grades of Diplomas, as well as the names of the chairman and secretary-treasurer of the commissioners or trustees:

1. The course of study and a neatly written or printed time table should be framed and hung in each school-room.

The teacher should endeavour to improve the appearance of the school-room by means of maps, charts, and wall decorations, such as pictures saved from the illustrated papers; while the light should be modified by window-blinds or curtains. Each room should, as far as possible, be supplied with the maps and charts required for the grades in that room. It is all but certain that in the interests of the school, the commissioners will co-operate with the teacher in this work, as well as in the beautifying of the school-grounds, if the latter only take the initiative steps. In the beautifying of the school-grounds, the teacher should always be able to report to the inspector some progress every year, so that one of the prizes should eventually be obtained.

2. Last year the inspector issued with his notices, intimating the date of his official visits, a tentative programme for the day of his inspection. Enclosed the teacher will find a copy of that programme, which ought not to be lost sight of as a guidance towards a daily improvement in the work of the school-room. It was intended that such a programme should indicate not a specially prepared examination, but the routine to which the pupils are submitted from day to day.

3: In English the selections to be specially studied in the Fourth Reader, with special attention to dictation, derivation, definition, an abstract writing, as well as in the Fifth Reader, are to be found in the first half of these books. The poetical extracts should receive careful attention and be committed to memory. All teachers are earnestly requested to continue the daily sentence drill as an adjunct to every school study.

4. In Grade I. Academy, the selections for French reading and translation are included in the first half of the Progressive Reader, Part First, with the first five prose extracts for dictation and retranslation. In Grade II. Academy, the selections in French are to be taken from any part of the same book with the first six prose extracts for dictation and re-translation. At the last examination the selection for dictation was by mistake taken from a lesson in the translation passages, but this year it will be strictly confined to the portions indicated above. The pupils of Grade II. Model School may read the first five extracts from the same Reader in connection with their grammatical course. All the pupils of all grades should be exercised every second day at least in colloquial French.

5. The Mental Arithmetic and Memory Drawing will be of a like scope with former years' work, while the questions in history for Grades II. and III. Model School, will refer to the more prominent events as outlined in the authorized text-books.

6. The teacher, especially the teacher who teaches this year for the first time in a superior school, should take note that the items on which the inspector reports are: diplomas, efficiency of the whole staff, condition of the building, as well as the state of the furniture, apparatus, grounds and outhouses. He will also take note of the new books added to the library.

7. In every department of the school attention must be given, directly or indirectly, to physical, vocal, sentence and moral drill, as indicated in the enclosed tentative programme, when the development of the whole being of the child is under the right kind of developing processes and the efficiency of the classes in this connection will be taken special notice of by the inspector at the time of his visit. "All education is self-education, and beginning with self-criticism ends in self-control."

8. The principal or head-teacher, who by regulation has charge of the whole school, is earnestly requested to show this circular to his associate teachers, with the request that it be carefully considered by them. The spirit of co-operation should prevail in all our work connected with our school work and school life, and should any teacher have suggestions to make, it is needless to say that, in the future as in the past, they will be most respectfully received and considered. Through such co-operation no mistake has ever been allowed to militate against any school or pupil.

J. M. HARPER,  
Inspector of S. S.

OFFICE OF THE INSPECTOR )  
OF SUPERIOR SCHOOLS, )  
Quebec, September, 1897. )

# PATENTS

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