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TALKS WITH TEACHERS.

To "make things make themselves" requires a rare order of genius, yet it is the type needed in the school-room. Where this power abides there is life and growth. Too often are we content with the lesser power of "making things." In nothing is this more deplorable than in the discipline of the primary school-room. Our chief business should be to lead the children to the power of self-direction, to teach them what is right and to strengthen within them the desire and power to choose the recognized right. All the discipline of the school should be measured with this in view. It is good if it tends toward this end; otherwise it is bad, *bad*.

What shall we say, then, of the schools where the children sit exactly in the middle of the seats, stand with faces exactly to the front, toe the line exactly, accomplish always the precise military movement, or the regulation see-saw which Dr. Rice so aptly describes, because the teacher (or keeper) says in word or manner, "You'll see what you'll get if you don't!" "Miss A is a fine teacher," says one critic. "Her children are always in order." "Yes," agrees a second, "she gets excellent results."

Order! Results! The exact arrangement of hands, feet, and words in accordance with another's will;—the recitation of the required number of facts without question as to the awakening of thought-power. And these we were pleased to call "good

order " and " satisfactory results." The child leaves Miss A. possessed of a certain category of facts which he can repeat in response to certain questions. He will sit erect and look attentive when he thinks some one is watching. To him these are the chief ends of school. And those who are accustomed to look on the surface for results find in this state of affairs nothing to be deplored, but rather, something to be admired.

Whether, as we began to say before, this outside fashion of the school denotes something good or bad, depends upon the direction in which the child is tending, and the habits which his environment is enforcing. If he is obedient and seemingly studious because of pressure from without, he is not strengthened by the regime. If the moving power is the life within, inspired and animated by the teacher's skill, then is the result good. Johnny sews diligently on his little card, patiently untangling the twisted thread and repeating his laborious stitches, that he may take home to his mamma the needle-book that his own loving little fingers have completed for her. His teacher has made the child's love for his mother the motive power, and the diligent painstaking effort resulting therefrom bears fruit in greater patience and power.

Quite another is that of young Jack, who sits behind the pages of his erected First Reader, making his lips move rapidly in audible attention to his task, whenever his teacher's eyes fall upon him, judging that such pantomime is what she expects when she tells him to study his lesson. There is no meaning in the act except compliance with her dictation,—no life in the lesson nor in him which responds to her arbitrary command. To the casual looker-on the two children may seem equally busy, with equal advantage. But for one there is life and growth, for the other stupid iteration and inevitable indifference and deceit. Between the two acts is all the difference between right and wrong, good and evil.

The discipline of the Primary School should never be that of the camp and the court martial. Its object is to train growing children, not to marshal an army. "Their's not to reason why, their's but to do and die," belongs to another scene. But the child who is to be put in command of himself needs to take hold of all reasonable laws to help him, and not to follow blindly the "Teacher says so," without other guide. "Mother, are my hands dirty?" calls little Helen, making ready for school. "No, but your ears are," replies the mother. "Never mind," as the child flies before the forthcoming implements for scrubbing,—"Teacher doesn't send us home for ears." The

lesson on clean hands could hardly have been well given if it did not extend to ears—and evidently it had not extended thus far. So with the passive arbitrarily enforced obedience, which is dependent upon the teacher's will at the moment, and is not determined by underlying principle. How much better the appeal—"Come children, let us take care of our lips, that we may not interrupt Jimmy's reading," than "The next child who whispers must have his name upon the board and stay ten minutes after school." Do not dream that the necessary order and quiet come less surely for the first than for the second. Obedience to the one is far better assured than to the other.

But under the first regime the child learns self rule; under the second he is fettered by a bond which is meaningless and unreasonable to him. He rebels or disobeys or cheats. What gain if the room is quiet at such a price? And is it strange that the same teacher finds it necessary to repeat the same command, *ad infinitum*, until with "The next boy who whispers" are enrolled "The next boy who makes a noise with his feet," "The next boy who leaves his seat without permission," "The next boy who drops his slate"? Like little Helen, not knowing the reason for the restriction, they infer that the law holds only in regard to the part mentioned, and assume until due notice is given, that they will not be "sent home for ears." The other fashion of direction at once defines a principle of action, in accordance with which the children can govern themselves, restless feet, heavy slates, unsteady hands and impatient lips, for the sake of their loved teacher or their little school-mate.

"Then would you have no implicit obedience without question?" some one asks in surprise. Yes, I would have implicit obedience without question, gladly rendered, too, but it would be won through the confidence which is only inspired by reasonable and reasoning direction. The child learns to trust his father's judgment not because the father tells him that he is wise, but by his own observation that he is so. When he has responded many times to the reasonable requests which his father has made he is ready to believe that the new command is reasonable even if his father says "I cannot tell you why now, but I know it is best." But such willing, trustful obedience follows wise direction and not arbitrary authority. Nor can it be made to flourish in other soil, though its counterfeit is often accepted in its stead.

"Then would you never tell children they must do anything?" Yes, with an inner, not an outer *must*. Awaken them to the

necessity of the right action. Until they recognize that, it is you, not they, who perform the action. And though such performance may seem sufficient for the needs of the present occasion, the child gains little, if anything, through it. "And do you think it wrong to write names upon the board, and keep children after school?" I would never write the names of young malefactors upon the board. "Why?" Imagine yourself upon some black list for some misdemeanor, and then attend a Teachers' Meeting to find your name in capitals upon the board, with the offence noted. Re-read the experience of little David Copperfield with his placard at Salem School. Then compare your black-board list with the two. A boy either learns not to care, a sad thing, or his self-respect is so wounded that he lives up to his black-board reputation.

"For the good of the child" should be our school-room motto. Whatever is for his good will be for the good of the school. In these days of graded schools and careful classification it is easy to subordinate the individual need to the aggrandizement of the school. But no school gains in the end by such sacrifice of the individual. General rules and classified penalties must be adapted to the experience and motive of Jimmy, and Jacob, and John. There is no road to successful discipline except study of the child. The expression is trite, but the practice is far from well worn. The teacher who observes individual children with sympathetic watchfulness, eager to understand and to translate their experience, stands before a wide open door which leads her feet into paths of pleasantness, and her children's into paths of peace.

TEACHING THE CHILD TO TALK.

Language is an art upon which largely depends a man's success in life. That it may be made to serve the base purposes of the hypocrite and the swindler as well as the lofty aim of the orator and preacher attests the fact that it is a powerful instrument given for man's use and that it is the most obedient of servants. It still more strongly points to the fact that *what a man is* determines what his language shall be. Back of his speech stands his character, dictating in a manner too authoritative to be disobeyed. Language, no matter how artificial its characteristics, is the great index to individuality. Some writer has said that "five minutes conversation with a man gives one an arc long enough to determine his whole circle." Have you ever thought about the number of distinct facts you

learn about a man by conversing with him for even a short time? His accent betrays his nationality; his grammatical expression tells what his education is; his emphasis shows his disposition, his choice of words explain his tastes, whether refined or plebeian: and the theme and tenor of his conversation express his aims and ambitions. Every word he utters is freighted with meanings for the person who is a good judge of human nature. The minister, the lawyer, the teacher, the man of business is anxious to converse with the person with whom he is to deal, before deciding upon the policy to pursue; and people in ordinary everyday associations are constantly listening for the *words* which other people use and constantly storing up, often unconsciously, numberless expressions gained thereby.

Now the questions come to teachers, "Have we any control over the conditions governing child-speech? Can we secure to the child the *art* of language? Most assuredly we can; in numberless ways, if we have only caught the keynote of the art—if we only understand the few, deep-set principles, and then with patient, unremitting care, enforce them every moment in the school day.

Only briefly will the first requisite be here stated, not because it is not of the vastest importance but because it is a subject which teachers are destined to hear and know a good deal about, in the next decade, viz., character-building. An education which does not have for its ultimate end the forming and strengthening of character, has already exhausted itself and is too puny to serve in the twentieth-century development of humanity.

The teacher who is building character is insuring good language. She who is selecting only the choicest influences from the great educative realm, and training the child to partake of them is giving him the power of choice speech. The pupil who, through the whole course of his educational career has absorbed only the best, will surely need and use the best in language to express what is in him.

Is the reader in any way a victim of the theory so hard to shake off, so damaging to the best efforts toward good teaching, that the power of fine speech is a gift with which we are born? Have we ever known a person who at his birth had this power at his ready command? A wail or a desperate howl is the only mode of expression which the infant has. Why? Because he hasn't anything to talk about. A cry is a fitting expression of bodily pains (which is *almost* the sum total of the infant's existence) consequently crying forms the largest part of its

vocabulary. But there comes a day when the child *knows* something and must have a means of expressing it. He has been a constant spectator of the doings of the household, has played with his toys, has watched out of the window and in hundreds of ways has been storing up an array of ideas. Then comes that moment which marks an epoch in the child's life—he *knows* that he *knows*. Then words come to him. He can hold his peace no longer. He talks from morning until night making sentences for himself which tell what there is in his mind. He questions unceasingly and soon he arrives at the last stages of the performance, the getting of knowledge for himself. He can tell you of things which no one has told him about; he has studied them out for himself.

Now the practical application for teachers is this: Give the child something to talk about and he will talk. Make him know a thing and he can tell you about it. If he cannot tell it he does not know it. How often, when you have been trying to get a child to tell you something which you have taught him, he hesitates, uses poor English, and then helplessly tells you he *knows* but he can't tell it. Accept no such apology as this. Lay no such tottering foundation for the child's education by encouraging him in the conviction that he cannot tell what he knows. Do not teach him that language is a poor crippled thing that cannot or will not obey our bidding. Impress upon him the fact that the fault is one of knowledge, not of language. Thus the child will gradually learn to concentrate his mental power upon the *strengthening* and *sharpening* of the idea in his mind rather than upon the telling of it. That will look out for itself.

In summing up, let us hold this law firmly in our minds, namely: Clear knowledge insures good expression. A lack of language implies a lack of knowledge. This law embraces the foundation principle in the acquirement of good language and it is the law upon which mental trainers of to-day have based their work, and the one by which teachers of to-day are making thinkers and speakers of the rising generation. Analyze the workings of your own mind and test the law in every way you can devise; it will hold good in every instance.

In reading we often get an idea which we are anxious to impart to some one else, and after we have begun to explain, find that we cannot tell it very well; that we are using vague language which but poorly carries our meaning. We convince ourselves that "we know it but can't express it," and all the while we are wishing that we had the book with us, and after a

peep into it we feel sure that we could say what we want to. If we had spent a little more time in *strengthening* our *idea* we wouldn't have wasted the time in a difficult explanation and have saved ourselves the humiliation of a failure. A little thought, a little patience in this line and we soon find ourselves on the up-grade of mental development. Not only will we be better teachers, but better thinkers and as a sure result better talkers.

Language is God's great gift to man. It belongs to him by every right, if he will only have it. But how often he refuses to stretch out his hand for that which is to be had for the getting and for the achievements in the mental realm more than in any other he steadily refuses to pay the price which nature demands.

THOUGHT TRANSLATION.

THE BASIS OF ELEMENTARY EDUCATION.

By J. H. PHILLIPS, Ph. D., Birmingham.

The keynote to the educational methods of the past still remains the keynote of modern education—the translation of thought. The value of this principle in its application to primary and elementary education has not been sufficiently emphasized, and the child often handles mere words instead of ideas. We have at least four great languages, or forms of expression, in which we find ideas embodied and in which the child should be instructed. The acquirement of thought and its correct expression by the child, constitute the teacher's chief aim. Ideas are acquired and mastered only so far as they may be adequately expressed. Thought expression then becomes the chief work of the school. Upon examination it will be found that there are only four important modes of expressing ideas,—four separate languages, we may call them, by which all ideas may be expressed. In order to gain the mastery of ideas, and to acquire facility of expression, the child must be trained in these special modes by means of thought translation. These modes may be briefly stated as follows: 1. The Objective,—Making; 2. The Representative,—Drawing; 3. The Oral,—Speaking; 4. The Symbolic,—Writing.

1. *The Objective.* Ideas embodied in material form constitute the basis of a child's education. The organic senses acting upon his material environment are the primary media of instruction, and the foundations of education are laid through observation

and experience. By observing and handling objects, and by constructing new forms from materials placed at his command, the child advances in the knowledge of this primary language of nature and acquires greater facility in its use for the purpose of expressing his own ideas. As the child learns to invent, to construct, to make with his own hands, his power of thought expression is materially strengthened. This is peculiarly the language of the kindergarten and of the primary school, but no class from the kindergarten to the college can afford to dispense with it. It necessarily embraces the study of form and color; it exercises the creative faculty and covers the entire field of industrial and mechanical acquirement.

2. *The Representative.* Next to the object itself the child recognizes its picture and is attracted by it. Drawing thus forms an important vehicle of thought,—a distinct mode of thought expression. Indeed the language of drawing enables us to give expression to many ideas that cannot be clearly and adequately expressed in any other way. It is representative, and therefore an indirect means by which the child may express thought under certain conditions and limitations.

3. *The Oral.* Oral language is a direct mode of expression, and facility may be acquired only by exercise. After the picture of the object, naturally oral description is introduced. The study of the object, for the purpose of translation into the representative form, facilitates the further translation of the thought into the form of oral or verbal description. The correct reproduction of ideas in good English must always be a leading aim in every branch of primary work.

4. *The Symbolic.* The relation between the written or printed word and the spoken word is similar to that existing between the picture and the material object. In the former, however, the relation is that of a conventional symbol of vocal sound, while in the latter it consists of certain distinct points of resemblance or correspondence. The transfer of ideas from the oral to the written form of expression,—or the reproduction in writing of correct oral description, forms no small part of the work assigned to the child in the elementary school, and facility in this, as in the other modes of expression, is to be acquired only by constant practice.

These four modes of expression,—making, drawing, speaking and writing, include all the primary modes or vehicles of intellectual expression, and constitute so many languages in which the child should be instructed. Thorough elementary training implies facility in each of these modes of expression.

The child must have abundant exercise in the translation of thought from one form to another. He may begin by modeling a cube or a sphere in clay; he may express the same concept in the language of drawing; let him again translate the same concept, either from the object or the picture, into the form of oral description, and finally reduce this description to writing. The four available forms have thus been used as vehicles for the same thought. The process may be reversed and the child may be required to make or draw the object from dictation, or with the written or printed description as a guide. Whatever the exercise or the subject placed before him may be, the child is still a translator of thought,—he abstracts the idea from one vehicle and conveys it to another form. In each subject, the translation of thought through the four fundamental forms of expression will form the essential key to successful work. In primary reading, the teacher, beginning with the objective, proceeds successively through the representative and the oral to the written or printed form. The material object, the picture, the spoken name, and the written or printed word, form the steps of the tyro's ladder to the art of reading. The value of oral or written reproductions of the reading lesson depends upon the extent to which thought is abstracted and re-embodied in the child's own words. Mere verbal reproduction is worse than useless. Reading as an exercise in the higher grades requires knowledge from observation and experience of the objective realities imaged forth by the words; the printed form suggests mental images which may be reproduced at will, orally or in writing, with variations characteristic of the individual. In geography also, the same order prevails and the same principle underlies successful work. The objective,—knowledge of material forms, divisions of land and water, etc., is fundamental; the representative follows with pictures, drawings and outline maps; then the oral description or the translation of the printed description into the oral or representative form. If this principle is observed in the study of geography, and the proper conception of natural forms and political divisions is first impressed, there will be fewer children in our schools who will point upward and downward when asked to give the directions of north and south, or to speak of one state as *blue*, another *red*, and still another *yellow*, because they chance to have these colors associated with them on the map studied. These modes of expression as applied to reading and geography will be found equally effective in their application to arithmetic, language and history. In all subjects let the primary idea of thought

translation be constantly kept in view by the teacher and there will be less of mere *memoriter* work, and fewer parrot-like reproductions of text-book definitions of which the child understands nothing.

By adhering rigidly to this principle in the primary grades, the child will be trained to observe closely, to compare forms and qualities, to reproduce accurately, to express ideas cogently and fluently, to execute skilfully, to reason from facts to conclusions. The habit of thought abstraction by means of translation will grow into a power which, in time, must dominate all his intellectual efforts. In all exercises, next to the apprehension of thought, accuracy, conciseness, and facility of expression are to be emphasized. The use of so much written work and the introduction of drawing and industrial training, find their justification in the increased power brought to the child's aid in the manipulation of thought.

PHONETICS IN OUR ACADEMIES.

It is unfortunate, yet doubtless true, that the term Phonetics will need to be defined for many readers. Phonetics, or phonics as it is sometimes called, is the science of articulate sounds and their relations. It deals not merely with sounds as sounds, but also with their physiological and mechanical formation. As the difference between articulate sounds depends upon the difference in the form, position, and action of the vocal organs, it is evident that a true science of voice sounds must be based upon the form, position, and mode of action of the articulating organs.

The principles of this science are extremely simple. A teacher who has mastered them can make them clear to a child of twelve. Yet in spite of this simplicity and of the fact that many of the philologists and language teachers in our colleges and universities are familiar with its principles, little or nothing has been done with it in our public schools, except in a few cities mostly in the east. It is also true that there are few, if any, studies that offer so much saving of labor to the teacher and the student of language as Phonetics.

The teacher of a foreign language usually tries to teach his pupils to pronounce it. How difficult the process is, and how unsatisfactory are the results in most cases, only the language teacher fully knows. To reduce this process to a minimum of labor with a maximum of result is the practical benefit found in the study of Phonetics. The student learns the form and position of the vocal organs for each articulate sound, and learns

to associate the perception of the sound with the perception by muscular sense of the form and position of the organs producing the sound. He further learns the positional and form relations of the various articulate sounds. He is now ready to recognize the sounds of a foreign language, knows how each sound is made, and can reproduce it when heard. Even if his training does not go so far as to make him a master of all foreign sounds,—as it usually will not,—still training only on the English sounds and forms will enable him to recognize the position and form of most sounds not English, and to reproduce them much more readily and accurately than he could have done without such previous study.

The economy of this method is almost self-evident. Both teacher and pupil are familiar with a form system covering the entire field of articulate sounds. The teacher has but to refer any new sound to its articulate position and the pupil understands it at once. Perfect training would enable the pupil to recognize the vocal form and position from the sound itself, but it would be assuming too much to expect this in every instance. Furthermore, the knowledge of pronunciation which one gets in this way is far more clear, definite and satisfactory than that which comes from mere imitation. There is the same difference that always distinguishes systematized and scientific knowledge from that which is not.

Although it is in learning to speak a foreign language that the value of Phonetics is most easily apparent, its influence upon our English is very important. Few persons, if asked to tell what positions the articulating organs take in pronouncing a single short word, could do so with any degree of accuracy. And not only is this true, but the ordinary pronunciation of English that one hears is very careless and slovenly. The pronunciation of the average high school pupil or college student is very far from correct; and even that of many of our teachers is unworthy of imitation. Nor are these imperfections, even among our teachers, confined to those mooted or doubtful words in which we expect variety and disagreement; they are too frequently the habitual mispronunciation of certain simple sounds. This mispronunciation is often only just enough to imply local misuse or general want of culture, and in many cases probably had its origin in a wrong impression of the form in childhood. The practical study of Phonetics not only overcomes all these defects, but adds a clearness and accuracy of pronunciation that carries the suggestion of education and culture. Even the mere knowledge of the right articulate

forms, once definitely acquired, will do much toward producing correct and cultured speech without special practice; for knowledge, especially of this kind, once in the mind of a thinking man, tends to work itself out into practical form unconsciously.

Probably some readers are by this time asking, "How can an additional study really save time and labor?" This is a fair question; but it is much the same kind of question that the ancient workman who hammered out coins might ask of the modern coin-maker whom he saw making a die before beginning to make a coin. The ancient could without doubt hammer out several coins while the modern was preparing his die, but the die once at work outstrips the hammer in no time both in the quantity and the quality of its coin. So it is easier to learn two or three sounds by imitation than to learn a system of Phonetics; but the system once learned serves for all spoken sounds.

And it is not difficult to learn. A bright teacher once said to me, "Bell's System of Phonetics is so simple that it can be learned in a single evening." While this is too short a period for the average intellect to secure a working knowledge of it, a bright high school scholar who means business can get a practical knowledge of the subject, sufficient to begin work on, in ten or a dozen lessons; and the teacher by reason of his superior mental training can prepare himself to begin teaching it in an equal number. Language teachers have told me that in attempting to teach only one foreign language it is time saved to begin with a few lessons in pure Phonetics, to say nothing of the greater satisfaction in dealing with the subject in a systematic way. If this is true of one language, it is doubly so of two. And I believe that the majority of those who study language study more than one. Concede this, and the question of economy is answered. The saving will not be seen in two weeks, nor in six probably, perhaps not in twelve; but in a year it certainly will, and it will be more and more apparent with every added year. Recall also the improvement in speaking English that comes from this study, and its practical usefulness is still more evident.

It is now barely thirty years since the true scientific basis for the study of speech sounds was discovered by A. Melville Bell, and set forth in a system, which he called Visible Speech. All subsequent work of any value has been built upon the foundation that he laid. Although scarcely a generation has passed since Professor Bell's researches reduced the subject to scientific methods, there has been marked progress in its study

and development. It has already secured a permanent place as an aid in philological and other language study; and the time ought not to be far distant when it will be deemed folly to attempt to teach the pronunciation of any language without a knowledge of *Phonetics*.

There is but one thing more to be added, and that rather by way of postscript, and only for the sake of avoiding a possible misunderstanding of my position. This argument is limited to high school and other advanced work; it is not my purpose to urge drill in phonetics, or phonetic rules in the primary and intermediate grades even though a scientific system were used, for I doubt its value to the child till he is able to grasp the subject as a system. Much less do I favour the laborious drill that was so often given upon the sounds and rules found in the old dictionaries and spelling books, and was called, or rather miscalled, phonetic. Bell's Visible Speech, however, is a very valuable aid to all *teachers* of the lower grades, both as a scientific basis for their own speech, and as a most convenient means of correcting those defects in the pronunciation of their pupils which arise from a dull or defective ear.

G. W. SAUNDERSON.

Editorial Notes and Comments.

There are few, if any, teachers in our province who are not familiar with the name of W. J. Gage, the Toronto publisher, who has done so much, through the firm of which he is the head, to alleviate the trials of the schoolroom by introducing new and improved text-books in the market. It has now been intimated that Mr. Gage has made a proposal to the City Council of Toronto to endow a Hospital for Consumptives, where those who are affected with that disease may have a comfortable home in their isolation from the home in which they were accustomed to move before the fatal disease took hold of them. In connection with the proposition which Mr. Gage has made, it is his intention that such a hospital shall be a retreat for teachers affected with the disease; at least, that one or more beds shall be made free to those who have had their health undermined in the schoolroom to such an extent that their lungs have become dangerously affected. The movement is one which does credit to Mr. Gage's head and heart, and will no doubt be accepted in the proper spirit by those who can help him to mature his plans. The fact that Mr. Gage has remembered the teacher in his general plan, shows

how far he desires to sympathise with him in his arduous labours and enterprises of self-denial.

—The Honors System of ranking in our universities has its supporters and its declaimers. It has lately been introduced in New Brunswick University, and comes in for a severe share of criticism from the press of that province. This is what one of the editors says about the matter, and in his words there may be a hint or two to the college authorities of our own province that the course might be modified in some way to obviate the impugment by outsiders of the process that makes an honor's man. "The ranking system," says the editor of the *Gleaner*, "which was introduced in the university a few years ago, and is still in vogue, seems to be as unfair as it is unintelligible. This paper published last night the announcement of the result of the degree and honor examinations as made by the faculty yesterday, and we venture to say that no one save the university students, and possibly a few graduates, who had received some instruction in the matter, understood any part of it. It seems that fourteen students—the entire senior class—succeeded in passing the degree examinations. Seven of these went in for honors, that is, they underwent special examinations in chosen subjects for the purpose of getting honor certificates in those subjects; the other seven were content to confine their attention to the ordinary, regular work of the prescribed curriculum. Those students who tried the honor work, whether they made a first-class mark—that is, over seventy per cent.—or a second-class mark—over fifty per cent.—graduate with honors, while those who did not choose to divide their attention between the regular and the honor work, but confine it solely to the former, take simply the 'Pass B.A. Degree,' and in the list, which is given out by the faculty for publication, are placed below all the so-called honor students, notwithstanding an honor student may have obtained only second-class honors, which seems to be no honors at all, but rather evidence of failure in an effort to win them; and notwithstanding a student in the regular work of the course may have made a much better general average than all or any one of the honor students, and indeed may have excelled over the honor student in the very subject which the latter had chosen for special honor work. As a matter of fact, we are told that this very thing occurred in the examinations just closed. For instance, A, who likes Classics best, and is weak in English, Philosophy, Mathematics and all the other subjects, concludes that he will go in for honors in his favorite subject, which, by

the way, ranks first in the order of prominence. He accordingly devotes nearly all of his time to the preparation of his honor work, neglecting the work of the regular course in that and all other subjects. If he makes over seventy per cent. on his honor papers, he succeeds in getting a first-class honor certificate and being placed at the head of his class, honors in classics, as intimated, being deemed to be the highest honors in the course. He may even fall below seventy per cent., and make a bare fifty per cent.—second-class honors—and still he ranks superior to all others who have not chosen to neglect their regular work. In his examination in classics in the regular work, which should be the most important, else there is something radically wrong with the curriculum, all the members of the class may excel over him and make a much higher percentage than he did even on his honor papers, but that makes no difference—he is ranked first. Besides this, he may not make any more than a bare pass-mark on all other subjects, $33\frac{1}{3}$ per cent., and this circumstance is not sufficient to pull him down from the position of leader. The whole system is radically wrong, not only as a ranking system—for the ranking business really does not amount to much—but as tending to impair the efficiency of the whole college curriculum by inducing students to neglect the work which should be most important for the sole purpose of appearing to be a class leader. The system is said to be an attempt to imitate the Oxford and Cambridge system, but it is none the less unfair and nonsensical for all that.

—In face of the attempt that has made of our Latin pronunciation, for the moment at least, a mixed quantity, it is re-assuring to know that an effort is being put forth among the schoolmasters of the United States to emphasize the necessity of preventing the importance of reading Latin by quantity from being lost sight of in the dilettantism of those who have been making such a flourish of trumpets over the invention of an un-English method of pronouncing it. Though the movement does not involve any obstruction to the Kikerites, as they have been called from their manner of pronouncing Cicero's name, it seeks to emphasize the simple rules of accent as something that must not be overlooked in teaching boys and girls Latin. The boy who says he has passed for his A.A. or for his B.A., and thinks that the Latin word for "run" is *curre*, that the genitive of *radix* is *radicis*, or that the imperfect of *amo* is *amābam* and the future *amībo*, will always have a chance of being mistrusted when he claims to be a Latin scholar. Yet we have heard a teacher maintain with not a

little unction, as if there was some "soft *c*" infidel near by, that Kikero was the right way of pronouncing the old orator's name, while there was not a pupil in the class under his instruction who could escape making blunders in quantity akin to the above during an oral examination. We have met a teacher of Latin brimming over with Chautauqua methods in general, and the so-called Roman pronunciation in particular, who had never heard of the simple rule: When the penultimate is long, put the accent on it, and when it is short, put the accent on the antepenultimate. Such is the waywardness of those who hasten after the "faddist" and the change that has in it no element of progress, that the old and necessary is often neglected simply because it is old, while the new and inconsequent assumes all the importance of the necessary.

—In this connection, though it is perhaps a little out of place among editorial notes, we are anxious to emphasize the necessity of having Latin read with due attention given to quantity and accent, by quoting the method of a practical teacher, who says: "As a matter of fact, it is not at all difficult to teach a class to scan Virgil in a very few lessons," and it is needless to say that as soon as a pupil can scan a few lines of the *Æneid*, he soon sees the necessity of knowing all about quantity and accent. No rote work in the memorizing of rules is necessary. After the structure of the hexameter has been explained through the medium of some English verses like Coleridge's lines on the Homeric hexameter—

Strongly it bears us along on its swelling and limitless billows,
Nothing before and nothing behind but the sky and the ocean—

the first line of the *Æneid* may be written on the board by the teacher. He will then proceed to explain how the quantity of each syllable in the line may be determined. As soon as the reason for the quantity of a syllable is developed, he will write underneath the line the working rule by means of which it is known. After a few lines have been treated in this way, the board will look somewhat like this :

2		7		4		10		11	
1 3 4		2 5 4		6 8		9 4		primus ab oris.	
Arma vi			rumque ca		no, Tro		iae qui		

1. The first syllable in a hexameter is always long.
2. When a vowel is followed by two or more consonants, the syllable is long.
3. Final "a" is short except in ablatives, adverbs and imperatives.

4. One short syllable never stands alone.
5. Que is short. The "u" is a parasite of the "Q," and "ue" is not a diphthong.
6. Final "o" is long.
7. Three short syllables never stand together.
8. A vowel followed by a consonant is long.
9. Diphthongs are long.
10. Two long syllables imply the presence of a third.
11. Feet 5 and 6 are always scanned : — ◡ ◡ — ◡ — ◡.

$$1 \ 4 \ 12 \ | \ 2 \ 4 \ | \ 6 \ 13 \ 12 \ | \ 2 \ 4 \ | \ \overbrace{\hspace{2cm}}^{11}$$
Itali | *am, fa* | *to profu* | *gus, La* | *vinaque venit*

12. A vowel followed by another vowel is short.
13. When, by assuming that certain syllables are long or short, you can make the line scan correctly, do so. In order to verify results in such cases it is well, of course, to consult the vocabulary or the dictionary.

$$1 \ 4 \ 3 \ | \ \overbrace{\hspace{1cm}}^7 \ 2 \ 14 \ 2 \ | \ \overbrace{\hspace{1cm}}^{10} \ 14 \ 2 \ 2 \ | \ \overbrace{\hspace{1cm}}^{15} \ 2 \ 2 \ | \ \overbrace{\hspace{2cm}}^{11}$$
Litora, | *mult (um) il* | *l (e) et ter* | *ris iac* | *tatus et alto*

14. When a word ending in a vowel or a vowel followed by m precedes a word beginning with a vowel or a vowel with h, the vowel with m or the final vowel is dropped (elided).
15. Is is long in plural cases.

$$1 \ 13 \ 13 \ | \ 2 \ 9 \ | \ 9 \ 13 \ 13 \ | \ 2 \ 4 \ | \ \overbrace{\hspace{2cm}}^{11}$$
Vi supe | *rum, sue* | *vae memo* | *rem Iu* | *nonis ob iran*

$$2 \ 3 \ \overbrace{\hspace{1cm}}^4 \ 4 \ | \ 14 \ 2 \ 2 \ | \ 6 \ 2 \ | \ 2 \ 2 \ | \ \overbrace{\hspace{2cm}}^{11}$$
Multa quo | *qu(e) et bel* | *lo pas* | *sus, dum* | *conderet urbem*

$$1 \ 2 \ | \ \overbrace{\hspace{1cm}}^4 \ 2 \ 5 \ 12 \ | \ 2 \ 4 \ 12 \ | \ 6 \ 13 \ 13 \ | \ \overbrace{\hspace{2cm}}^{11}$$
Infer | *retque de* | *os Lati* | *o, genus* | *unde La tinum*

$$2 \ 4 \ | \ \overbrace{\hspace{1cm}}^{17} \ 16 \ 6 \ 4 \ | \ 7 \ 2 \ | \ 14 \ 2 \ 9 \ | \ \overbrace{\hspace{2cm}}^{11}$$
Alba | *nique pa* | *tres, at* | *qu(e) altae* | *moenia Romae*

16. Final "i" is long.
17. If a mute or liquid "l" or "r" follows a vowel the quantity of the syllable in which the vowel stands is common. Thus, if we say pat-res, the first syllable is long: if we say pa-tres, it is short.

—To the outsider, who knows no Latin, the method thus exemplified may be set aside as "the process of the profane." But the teacher, the true teacher, the scholarly teacher knows

that such a lesson is but the beginning of a knowledge of the *technique* of the poet and the versifier. As each rule is developed, the learner will write it, with its number, in his note-book. After a few lines have been treated in this way by the teacher, the pupil may be set to work analyzing other lines in the same way. His work will be simplified if he will at this point review his conjugations and declensions, learning the quantities of the terminations. By the time the class has analyzed one hundred and fifty lines they will have a thorough knowledge of the mechanical structure of the verse. After that the work in scansion should consist of reading, and the utmost effort should be made to get the pupil to read as if the verse meant something. In our opinion, there are two great advantages in this method of teaching scansion. In the first place, it saves time. In the second place, it exercises the reasoning faculties, while the process ordinarily employed is purely mechanical.

—Professor Loissette, the specialist on the memory, has been visiting Canada, and his visits have certainly drawn attention to a subject which has seldom an interest for the citizen who is troubled about the many things that make for his comfort and worldly prosperity. There is money in the Loissettian plan for the improving of the memory, if the person who pursues it, with some knowledge of the laws of thought co-relation, has industry to pursue it until the effects become apparent. The student who has passed through a thorough school-training, has had his memory exercised in a different way to the student of the Loissettian system, and just as efficiently; but that should not prevent anyone from looking into the scientific basis on which the latter is built, for there will be perhaps a money value in the examination to the business man whose memory has probably been neglected since his school or college days.

—At the closing of the Normal School, the Rev. Mr. Silcox made a speech in which there is said to have been a broad humor, an aptness of homely illustration, which struck a note of pathos, and stirring, earnest words. "The teacher," he said, "was not made of common clay. Anybody could see that by looking at the faces which now met his own. Nothing less than terra cotta would do. The teacher was a sort of symposium. It took twelve ordinary men to make a judge, and it took a number of men and women to make a good teacher. It was well to have the diploma; a day would come when there would be another diploma, but this would be purchased down

town by some eligible young man. (Laughter.) Well, the prospect for the teacher was improving. There was a man out west who had made a great deal of money on horses. He gave to the man who trained horses \$10,000 a year. One day he thought he would found a university. And he said to himself: 'I'll give the principal as much as I give the man over my stable there who trains my horses.' And he actually gave that principal \$10,000 a year—the same rate of pay as the man who trained the horses. So they saw that things were improving. (Laughter.) They had a kindergarten out west for colts—that was a fact. It took about \$50 a month to train colts in the kindergarten. The owners of the colts paid men for training them until they were able to go on the turf. It was found that this kindergarten paid handsomely in results; and a writer had said that some day it might be recognized as a paying investment to spend as much money upon the training of boys and girls as was spent upon the training of colts. (Laughter.) Still, it paid better to sell beer than to sell books. Sometimes the ministers made great mistakes in preaching, not only bad theology, but bad morals. They constantly heard that people should be humble. Well, don't be humble. Be ambitious. Be ambitious for yourselves and for your pupils. And say, friends, find out the dull pupils. There are wonderful possibilities in the dull pupils. I would like to say a word to the backward boy or girl. A word will stimulate—will awaken something in the breast—will make the future of the boy and girl. I was riding on a load of hay one day, when someone said to me, 'Say, Silcox, what do you intend to make of yourself?' I said I did not know that I had any particular ambition at the time. 'Be a teacher,' said he. A teacher. The thought made me dizzy. But, mark, the suggestion went home. I did not think I could be a teacher, but he did, and that stimulated me, and I did become a teacher. (Applause.) Sir Humphrey Davy once found a little ragged boy by the classic name of Mike. Long afterwards he was asked what was the greatest discovery he had ever made, and he replied, 'Mike—Michael Faraday.' (Applause.) Garfield used to say that he felt like taking off his hat to every little ragged boy he met, for he did not know but he was confronting the future statesmen or president. Let them not be content with the diploma. Let them attain to higher heights of knowledge. It was not systems or colleges that counted, but the individual."

—The Hon. Justice Lynch had also at that gathering some inspiring words for the teachers which they will be glad to

linger over. "The keynote struck by the judge was a high patriotism which would rise above every consideration of creed and nationality, and make a splendid Canadian nationalism—the only thing worth working for. God and nature meant this country to be great. It could only be great by all classes rising to the need. An awful responsibility rested upon the teachers. The teacher made the nation. Let them rise to the height of the situation. Let them inculcate those principles of patriotism that would bear fruit in the ripening manhood and womanhood of the country. They had to begin this work with the child. It was not knowledge, it was not systems—it was character which made a people, and it was character which the teacher must impress on the young, so that they might grow up into worth and value, and help to make the country, occupied by divers races, prosperous."

—A teacher who is not learning, a teacher who is not keenly in pursuit of new ideas; and thinks no new stimulating thoughts, a teacher who does not read, who does not mentally stretch himself upon the great thoughts of great minds, is a teacher stagnant, unproductive, like a blasted tree, dead at the top and dying downward. Let no such teacher imagine that any arduous discharge of duties is real teaching.

Current Events.

At the last meeting of the Teachers' Association of Montreal, Sir William Dawson, the father of the Association, said that he was glad to be able to appear before his hearers, and hoped in the future that, after he had obtained a needed rest, he should have the opportunity of addressing them more often. He then quoted from his speech as chairman of the meeting held in the same hall thirty years ago, in 1864, when the Teachers' Association was formed. He had come across the address recently while overhauling some old papers. "As teachers," he said, "we hold one of the highest offices society can bestow and it behoves us to make ourselves worthy of the trust, and it is for this reason the Association was established, that teachers might have the benefit of comparing notes and getting ideas from each other, and thus increase their usefulness." Given a good teacher, there would be good work done, and the effect would be seen in the pupils; that is why the training school for teachers was founded. A good teacher must be in advance of the general mind and of the times. He believed in progressive young teachers, and teachers who never grow old. He dwelt

at some length on the cultivation of a teacher in his profession and in his personal culture. He thought the Association gave great opportunities for such cultivation, and that in other ways it should be practised. He himself had found that he learned a great deal from reading examination papers, which was an illustration of what may be picked up in a small way, if the desire was there. Sir William considers the Apostle Paul a great teacher, and his advice to Timothy on carefulness and patience as being worthy of emulation. He also gave the parable of the blind leading the blind as one all teachers should remember, and by constant study never give occasion that any one might say of them that they could teach such and such a one no more—they had reached their limit. He concluded by saying that Universal Education would be the true method of solving all the much mooted questions of social economy and ethics of the day.

—The Hon. Mr. Ouimet, in addressing the students of the McGill Normal School lately, dwelt upon the difficulty which a minority must always labor under with respect to education, in spite of the most just and generous laws which could be devised. Their people were scattered throughout sparse districts, and it was a burden to provide an education for their children. With every convenience at hand, the artisan could produce good work, and where there was difficulty and deficiency, it required extra skill. And so, under the circumstances of the minority, it required the very best teachers. Professional training for all teachers could not yet be made compulsory, but he believed that all would in time come to copy the models which the trained teachers set. He urged perfect English as their mother tongue, but also a thorough acquaintance with French. The majority considered the two languages essential. People were mutually suspicious when they remained strangers; but, when they learned to communicate with each other, that led to intimacy and confidence, and the way to secure that mutual confidence in this province was for all to speak the two languages. Referring to the Manitoba school laws, he expressed the hope that common sense would decide to do justice to the minority in that province.

—We notice that Mr. Max Liebich, formerly head-master of the Berthier Grammar School, has started a scholastic agency at 12 Beaver Hall Hill, Montreal. This agency has been established for the purpose of procuring teachers suitable positions at reasonable fees, and of providing Principals and School Trustees with teachers without the necessity of their

advertising for the same. No entrance fee is charged to teachers.

—Among the fifteen candidates selected by the council of the Royal Society to be recommended at an early date for election into the society, was Prof. H. L. Callendar, professor of Physics at McGill College. The qualifications of the candidate are thus stated in "*Nature*":—"Hugh Longbourne Callendar, Fellow of Trinity College, Cambridge, Lecturer on Physics, has made important investigations on the measurement of temperatures by electrical means. These are described in the papers: "On the Practical Measurement of Temperature." (Phil. Trans., 1887A, p. 161); "On the determination of the boiling point of sulphur, and on a method of standardizing resistance thermometers by reference to it." (Ibid, 1891A.—This paper is written in conjunction with Mr. Griffiths); "On the construction of platinum thermometers," (Phil. Mag., July, 1891); "Some experiments with a platinum pyrometer on the melting points of gold and silver," (Ibid, February, 1892).

—Dr. J. G. Fitch, inspector of training colleges in the English department of education, the best known educational leader of England, has resigned because of his advanced age. Dr. Fitch made a visit to Canada some years ago, and the many personal friends he made on his way through the country will regret to hear of his withdrawal from active service.

—*The Outlook* writes: "The compulsory education law for New York state, passed by the Republican legislature and signed last week by the Democratic governor, illustrates how completely all parties have repudiated the dogma that 'individual liberty' involves the right of parents to bring up their children in ignorance. It is worthy of note that this law, prepared by the Council of School Superintendents of the state, was especially indorsed by the labor organizations, though its immediate effect will be to reduce the income of a great many laboring-class families. We have observed before that nearly all of our so-called socialistic legislation, instead of supplying the material needs of the working classes, actually makes it harder for working-class parents to supply those needs. Compulsory education is another example of this tendency. It sets a higher standard of civilization and requires parents to conform with it, no matter if they must forego certain material wants."

—Prof. Kneeland, in addressing the graduating classes of the McGill Normal School on behalf of the professors, said that the teacher had the right to expect proper remuneration and re-

cognition, and the community had a right to expect from the teacher character and ability, pure, high ideals, and a rule of conduct scrupulously honorable—a life which would eschew even amusements if these were, in the opinion even of a minority, objectionable. Indeed, the office was a holy one, in the best sense of that word, because it made not merely for time—which if it did, the spelling-book would suffice—but for eternity; and when one was charged with making character for eternity the responsibility was enormous.

—The National Educational Association of U. S. A., with Hon. A. G. Lane, Supt. Public Schools, Chicago, President; Hon. J. M. Greenwood, Supt. Public Schools, Kansas City, Treasurer; Hon. Irwin Shepard, President State Normal School, Winona, Minn., Secretary, and Hon. N. A. Calkins, Asst. Supt. Public Schools, New York, Chairman of Board of Trustees, will hold its 1894 meeting at Asbury Park, N.J., July 6th to 18th, inclusive.

—Mr. R. MacDougall, who graduated as B.A. in the McGill University with first rank honors in philosophy, has just obtained the additional honor of the highest resident fellowship in the department of philosophy in Harvard. This provides a handsome honorarium with no duty but that of carrying on the experimental work which he has been conducting for the past year in the psychological laboratory under Dr. Munsterberg, the eminent Harvard professor of experimental psychology.

—The death of Professor Henry Morley removes from the scene of his labors a most prolific and diligent worker in the field of English literature. Professor Morley's works were marked by sound scholarship and painstaking care, and were of a kind that are at once helpful and stimulating to the student of literature.

—Miss M. E. Findlay has been appointed principal of the High School for girls. Miss Findlay is a B.A. of London University, England, where she graduated with honors in mental and moral science and German. She also holds the London University Teachers' Diploma; the Cambridge higher local honors and certificate for religious knowledge and modern languages; the Kensington drawing certificate and Leipzig cardboard Slojd certificate.

—The annual dinner of the Canadian Club of Harvard University was lately held at the Hotel Vendome, Boston. In spite of the inclement weather forty-five guests gathered about the tables, to unite with those who in other parts of the city were assembled to do honor to our gracious sovereign Queen

Victoria. Harvard's roll of honor in Canada is a brilliant list of Canadian jurists, statesmen, theologians and scientists, who have received training at Harvard during the last two centuries.

—Mr. J. W. Alexander, B.A., principal of St. John's High School, has been appointed principal of Granby Academy, and Mr. J. H. Keller of Cookshire has been appointed to Sherbrooke in room of Mr. McArthur, who goes to Montreal under favourable auspices and increased emolument.

—The Toronto School of Pedagogy, of which Dr. McLellan is the principal, is to be affiliated with the University of Toronto. Degrees in pedagogy will be conferred. Ontario is bound to keep at the head of the column as far as the professionalizing of teaching is concerned.

—A splendid opportunity was lately afforded to see what the Kindergarten of the Montreal Collegiate Institute is doing and can do. A finer or more perfect exhibition could not easily have been found elsewhere. Parents and friends returned home delighted with the entertainment.

—The school board of Boston has received a petition with about 580 signatures, requesting that the girls in the high school be allowed to study modern languages in place of Greek.

Literature, Historical Notes, etc.

—The following sketch of the career of David Stow, "the father of the training system" and founder of the first normal school in Britain, may be read with interest by the student of the History of Education:—

David Stow was born on the 17th May, 1793. His father, William Stow, who was of English birth, had come north from County Durham to push his fortune, and succeeded so well that he rose to be a "merchant and magistrate" in Paisley, as, in Glasgow, did that worthy personage Bailie Nicol Jarvie, whose domicile was situated in a certain famous locality with which the subject of this notice was afterwards to become intimately acquainted—to wit, the Saltmarket. David Stow was educated in Paisley Grammar School, and, it is said, also received an excellent religious and intellectual training at home. Entering the employment of a Glasgow mercantile firm at the age of eighteen, he took up his residence in that city, and having occasion to pass daily through some of its slums, he became much impressed by the squalor and misery that prevailed therein and by the neglected state of the children, who were allowed to grow up as best they could. Moved with

compassion, he resolved to do his best for the reclamation of at least some of them, and he accordingly started a Sabbath-school in a densely populated part of the Saltmarket, lying between St. Andrew street and the Cross. It was the custom then for teachers to skim the front streets only in search of scholars. Stow soon saw through the comparative futility of this method. Each Sabbath night brought different pupils from various parts of the town, and as they could not easily be visited, any good impression produced by the teaching was effaced during the week. He accordingly put into practice a plan of his own—what he called “deep-sea fishing”—in the particular area, containing about seventy families, which he had selected. There he visited twice a week, and thus was enabled not only to maintain a superintendence over his pupils, but also to become acquainted with their parents. Rev. Dr. Chalmers, at that time in Glasgow, and organizing his parochial machinery, was soon attracted by this local and exclusive plan of Sabbath-school teaching, and established it in his own parish of St. John’s with good results.

Dr. Chalmers and David Stow soon became close friends, and before long the young man was made an elder in St. John’s Church. What with this new responsibility and the daily attention his business required, Stow, had he been less enthusiastic, might have felt constrained to give up his Sabbath-school work; but he did not do so. Still, experience had led him to realize that more than Sabbath work among the young was necessary, it being only too evident that the one day of religious training in the Sunday-school was more than counter-balanced by the six days of evil training in the streets. He saw that daily training, as well as Sunday training, was necessary for the reformation of the vagrant young, and with characteristic earnestness and energy proceeded to impress the necessity for this change upon others, and at the same time to put it in practice as far as lay in his power. Unfortunately, at this time Dr. Chalmers left Glasgow to fill the chair of moral philosophy in St. Andrews, and Stow was thus deprived of the active help, if not of the counsel, of that gifted divine.

It was in the Drygate—a very poor and degraded district—that Stow made his experiment in the training system. A house and a garden were turned into a school and playground for about 100 pupils and a dwelling for the teacher. “The principles on which the school was to be conducted were,” we are told, “of such a simple and natural character that they had been overlooked by educational theorists in their search after

the new and unknown. Devotional principle and moral practice, the chief essentials of human training, were to be inculcated during the whole week instead of a seventh of it. They were to be inculcated also, not by formal lessons and grave harangues, which would only have repelled or puzzled the young learners, but in a way best suited both to their likings and capabilities." Well aware of the mesmeric power of mutual action, especially in the young, Mr. Stow aimed at opposing the sympathy of companionship in what is evil by the sympathy of companionship in what is good.

The new system—the substitution of *education* for teaching—provoked no little criticism, but Stow held on his way undaunted. Many were won over to the system by exhibitions which some of the Drygate School pupils, under charge of their teacher (Mr. Caughie), gave during 1829 in numerous towns in the West of Scotland and also in Edinburgh, the establishment of the Edinburgh Model Infant School being the result of the demonstrations of the pupils' powers in that city, while the system was taken up in other towns as well, although in some cases the interest proved merely ephemeral.

Encouraged by proofs of the utility of his plan—although greatly hampered through lack of pecuniary support from the public—Mr. Stow determined to establish another school, into which might be drafted those children who were too far advanced for the infant one, because in this manner scholars of the same age and progress "could better sympathise in the work of the school-room and the playground, and more effectually promote each other's improvement." In this lay the basis of the plan of "graded schools," which has since been so widely adopted.

But it was necessary that accommodation should be provided, not only for pupils, but for the training of teachers, 100 of whom had even thus early been indoctrinated entirely by Mr. Stow himself. It was in this that Normal colleges had their origin in this country. The first institution of the kind was inaugurated in Glasgow on the 14th Nov., 1836, with considerable ceremony. The objects of the college Mr. Stow stated as follows:—"First, to improve the system of our popular education; secondly, to organize our school system, that it might be an assistance to parents in training their young; and thirdly, to diffuse and extend the system, by establishing a model school for the instruction of the public, and for the training of schoolmasters." Although the Glasgow Normal College had a fair start, pecuniary and other troubles ensued,

thus tending greatly to increase Mr. Stow's labor and anxieties. But his merits as a reformer in education were now so generally recognized that the first Inspectorship of Schools in Scotland was offered to him by the committee of the Privy Council on Education. Much gratified by this proffered honour, he nevertheless, after full consideration, declined it, partly because he did not like to accept payment for any services he might render in the cause of educational reform, and partly also because of the knowledge that his health was failing.

The rectorship of the Normal College being placed in good hands, Mr. Stow was enabled to enjoy longer intervals of rest than hitherto, and was also gratified by the wide adoption of the training system he had founded. There was, however, a debt of upwards of £10,000 on the college, and as voluntary contributions were but scanty, Mr. Stow applied to the Government for aid on the plea that the Normal Seminary was unsectarian in character. The Privy Council Committee offered a grant of £5000, provided that the site, buildings, and school management were transferred to the Established Church. These terms Mr. Stow joyfully accepted, little thinking what that acceptance would entail—little dreaming that before long he was to be "driven as an intruder from this beloved house, which he had spent so much time and labour in rearing."

In 1843, the Disruption of the Church of Scotland suddenly and unexpectedly took place, and Mr. Stow and his colleagues having thrown in their lot with the seceders, his Normal Seminary and all its appurtenances became the property of the Established Church, and subject to its exclusive control. An appeal to the Privy Council proved vain—the transference of the college was only a matter of time and convenience; but until it occurred Mr. Stow, with characteristic energy, continued his work of teaching. In May, 1845, the melancholy exodus took place. Mr. Stow, in deep dejection, with the directors and teachers, and followed by 50 students and 700 pupils, "proceeded to a long series of canvas-covered tents, floored with sawdust and seated with rough benches, which had been extemporised as a Normal College." This reverse of fortune was enough to daunt the strongest-hearted, and although David Stow was not a man to be easily daunted, the "Canvas College" must have made slow progress but for one of those new conditions to which the Disruption gave rise. Although in the first instance the Free Church contemplated only the upholding of the ecclesiastical institutions, and its efforts and means

were primarily expended in the support of the ministry and the building of churches and manse, the "coming out" of many parochial schoolmasters and the great liberality of the Free Church communities soon made that church widen its aims, so as to embrace the establishment of colleges and schools. An institution which had so proved its worth as the Normal College was not likely to be over-looked; and the friends and adherents of the system originated by Stow set to work with such vigour and earnestness that a second Normal College—not of canvas, but of substantial stone and lime, and much more imposing than the old building from which he had been ejected—was in a few months built and ready for use. The cost was £10,000, of which the Government contributed nearly one-third. No sooner was the college opened than it was crowded with eager students of different denominations, and by-and-by additional buildings became necessary, although in the first instance there were ten large class-rooms, four large halls, students' rooms, and a library and museum, not to speak of spacious playgrounds on the outside.

With this splendid monument of his labours, Mr. Stow naturally felt delighted, and here, with more ample means at command, and a greater efficiency than was possible in former circumstances, he continued to illustrate the worth of his training system, the merits of which were almost universally recognized, as is amply evident from its being adopted as a system of national education.

Up till his death Mr. Stow's interest in benevolent and educational objects continued as strong as ever, and his well-spent life came to a close at Bridge of Allan on 6th November, 1864, when he had reached his seventy-second year. That he had literary tastes is evident from his correspondence, but for the extent of which, and also of his labours in the field of educational reform, it is probable that he would have written more than the one published work which he left behind him, viz, "Moral School Training for Large Towns." He was, it may be stated, twice married, his first wife being Margaret Freebairn, an accomplished young lady of much personal worth, whose early death he had to mourn in 1831. His second wife was Elizabeth McArthur, to whom he was married in 1841, and who predeceased him in 1847.

—The Baconian theory of the authorship of the Shakespeare plays did not die with the adverse verdict of the jury of litterateurs empanelled by the *Arena*. Mr. Ignatius Donnelly, who has done more to sustain the claims of Bacon than any

other man, writing from St. Paul to a member of the *Toronto Empire* staff, says: "I know you will be glad to know that all my leisure time has been given to further studies of the cipher, and that I have reduced it to an absolute arithmetical certainty, moving with the regularity of a piece of mechanism. In the 'Great Cryptogram' I admitted that the workmanship of the cipher was not perfect. I did not have the order in which the words were delivered. During five years of diligent labor I have elaborated this, and when I publish my second book, which I hope to do in a year, I shall place the reality of the cipher and the authorship of the plays beyond controversy."

—THE INFLUENCE OF THE MIND ON THE BODY.—Fear, anger, revenge, grief, love, hope, joy, friendship, may all affect physical condition. As illustrative of the belief in theory, so early a writer as Churchill says:

The safest way to health, say what you will,
Is never to suppose we shall be ill;
Most of the ill that we poor mortals know,
From doctors and imagination flow.

The efficacy of strong emotion in producing, or in helping to produce, such conditions as diabetes, cholera, and epilepsy, is well recognized, and, we venture to say, undoubtedly; but it is always difficult to estimate correctly the influence of such accidents, or to say how much may be due to them and how much to an underlying instability which such a disturbance merely makes evident. That a depressed physical and mental condition also renders the bodily organs more susceptible to the influence of some poison, such as that of the specific fevers, is well recognized; and when the inseparable connection between mind and body, and the profound alterations which fear or joy bring about in (for example) secretory organs, are taken into account, it is not surprising that violent emotion should, as it were, open the gate to allow the admission of sundry toxic influences.

It is an interesting question how much of the general—but by no means invariable—immunity which medical men enjoy from infectious diseases is due to the calmness and unconcern with which they regard such disease in relation to themselves. They forget to be afraid, and so they are clothed with an invisible and often an invulnerable cloak. It appears, then, that Faith and Hope are the two great principles which the physician must encourage to seek to evoke in his patient. The diseases to which man is liable may be looked upon as so many

enemies which lay siege to the citadel of his life, and often he is so fiercely assailed by them that he finds no help or defence in himself; and it is then that the physician, coming to his rescue with the powerful allies Faith and Hope, may perchance create within him courage which will enable him to make at least a brave stand against his foes.—*Dr. Wm. Dale.*

—The metal aluminum of which the general public sees so little is nevertheless the most abundant of all metals. Not a hill nor valley exists in the universe which does not contain it. Those who have not made minerals and metals a special study will be startled when told that there is ten times more of this metal in the world than there is of iron, lead, copper, zinc, nickel, gold and silver combined. Besides being abundant, aluminum possesses in itself qualities peculiar to no other individual metal. It is stronger than iron, while it is as malleable as copper; it is as hard as silver, while it is only one-fourth the weight of that metal; it is white as polished steel, while, unlike that metal, it is unaffected by the atmosphere—that is, does not corrode or rust. It may well be asked, if aluminum is so plentiful, and if it possesses so many excellent qualities, why is it not more extensively used? The answer is, it is too dear. Its high price has arisen from the difficulty which hitherto has existed in separating the metal from its combinations as formed in nature. The ore of iron has only to be thrown into a blast furnace, along with a flux, and the metal flows; but it is otherwise with the ore of aluminum; it has hitherto declined to be treated so expeditiously. A cheap method of attaining the end in view has been the quest of chemists and metallurgists for years. This long-sought-after process has been at last discovered by a Dr. Meyer, of Berlin, by which the metal can be produced at about twopence per pound (in 1828 the price was £1000 per pound); the price to-day is about 4s. per pound.

The time, therefore, seems not to be far distant when aluminum will take the place of iron, copper and brass in the construction of everything where strength, lightness and durability are essentials, and it would be hard to mention any engineering construction intended for use on land or water, and it might be added, in air, where these three qualities are not a necessity.

—The old students of the Albany normal school told for many years the story of a pupil who was to be examined and put into a class. He had informed Mr. Page that he had finished arithmetic and hinted he felt that he might go into the senior class. "Please tell me how much 13 1-2 pounds of pork

will cost at 11 1-2 cents a pound?" The work was quickly done. "Now tell me the cost if it was only half fat?" The young man turned around to the blackboard rather hesitatingly this time. At last he said: "It seems easy enough, but I don't know what to do with the fat." This was an example of one who had been taught arithmetic, but was not thereby able to think; a very common case. Mr. Page was a teacher who set his pupils to thinking; they soon felt the need of study. His pupils never left his room without having something to think out.

—A few years ago the traveller through Switzerland might have seen a charming little village, now, alas! no longer in existence. A fire broke out one day, and in a few hours the quaint little frame houses were entirely destroyed. The poor peasants ran around wringing their hands and weeping over their lost homes, and the bones of their burned cattle.

One poor man was in greater trouble than his neighbors even. True, his home and cows were gone, but also was his son, a bright boy of six or seven years. He wept and refused to hear any words of comfort. He spent the night wandering sorrowfully among the ruins, while his acquaintances had taken refuge in the neighboring villages.

Just as daylight came, however, he heard a well-known sound, and looking up he saw his favorite cow leading the herd, and coming directly after them was his bright-eyed little boy.

"Oh, my son! my son!" he cried, "are you really alive?"

"Why, yes, father. When I saw the fire, I ran to get our cows away to the pasture lands."

"You are a hero, my boy!" the father exclaimed.

But the boy said: "Oh, no! A hero is one who does some wonderful deed. I led the cows away because they were in danger, and I knew it was the right thing to do."

"Ah!" cried the father, "he who does the right thing at the right time is a hero."

—"He was an amiable man. He was fond of me and I loved him." This is the reason given by the venerable poet, Dr. Holmes, why one of his instructors had influence with him. Here is a truth which is very fundamental. A knowledge of just how the mind works, of the relations of percepts and concepts, of the most extensive knowledge possible of science and philosophy, the teacher may possess, but if he is without that virtue that binds the child to him, his teaching, so far as it touches motive or develops power, is very near zero—certainly but the tinkling of a cymbal. So that we have no hesitation in saying that she or he who has not this gift had better be

earning his living in some other way than that of labor among youthful minds. And this is no cant. We do not believe in mere sentimentalism, and we have no patience with that hypocrisy that talks about the 'dear children,' and, at the same time, sees always the shining dollar in everything he does in their behalf. Neither do we admire very much that equally sickly sentiment that would drive from the school-room all earnest work on the ground that work is drudgery and childhood is the period for play—and we might add, to complete the thought, of shirking burdens. But we do believe that teaching means influence; that the imparting of knowledge is merely incidental, and that there can be little influence with the youthful mind unless there is between teacher and child that certain mysterious power—call it what you please—that binds heart to heart, and, therefore, mind to mind.—*Popular Educator*.

METAL BANK NOTES.—A recent report conveys the intelligence that Sir Henry Bessemer recommends the issuance for monetary purposes of what may be called a bank note made of metal. It would answer all required purposes and would make forgery and fraud next to impossible. His proposition is to take a thin plate of aluminum, suitably stamped and engraved, about the size of the florin, this disk of "the strange new white metal" to serve the purpose which the one pound English bank notes now fill; that is to say, it would represent the value of one pound, and should be made redeemable on presentation. Its intrinsic value would be small, of course, but by means of a newly invented process it could be made so it would defy all the ingenuity of the forger; which would really make it a thing of greater value after all. The metal is so light that the little aluminum disk could never be mistaken for a silver coin; and it would surely be a much pleasanter thing to handle than a crumpled dirty bank note, impregnated, possibly, with the germs of many diseases.

—A pupil will not thoroughly understand and enjoy Scott's "The Lady of the Lake" unless he knows something about Scottish history and customs. Particularly he should be informed about brave, ill-starred James V. and the kingdom he ruled. Ginn's edition of "The Tales of a Grandfather" is good for reference here. Certain incidents of the "Fair Maid of Perth" illustrates the clan's devotion to the chieftain, and various highland customs, as the circuit of the fiery cross. Some old Scotch songs may serve a similar use.

The story of Thomas of Ercildoune, as given in "The Minstrelsy of the Scottish Border," is apropos of Alice Brand. Scott's

"Demonology and Witchcraft" may be referred to in connection with Brian's augury—the statements regarding the gudeman's craft may come up with the mention of Beltane games, and other passages throw light upon the legends about the goblin cave and the superstitions of Brian and Allan-bane. The description of the hunt in the eighth chapter of "The Bride of Lammermoor" may be compared with the chase in "The Lady of the Lake." In "Rob Roy" some of the same landscapes are more picturesquely portrayed than in the poem.

A map of Perth and Stirling shires, and of all Scotland should be at hand, and as many views of the Trosachs and other interesting scenes as possible.

Every piece of literature studied should deepen the sympathies and quicken the interest of the pupil in human endeavor and achievement. What can he get from "The Lady of the Lake"? An ideal of chivalrous manhood, of song, and its potency, the superstitions of a half-barbarous time, and the physical strength and valor of a people, which was rude and fierce, but still possessed many noble traits, are some thoughts to be emphasized.

English work should be made very attractive, but this is not always easy, for with younger pupils there is so much necessary correction of their writing and speaking connected with it.

Many devices should be employed, for what delights one may fail to please another, and happy is the teacher who can in one way or another reach every pupil. One is most interested in the personal element, and Fitz James, Douglas, and Ellen become warm friends. Ask if Roderick was a good man, and if the highland depredations could be justified, when you want a lively discussion. Some children enjoy selecting the most beautiful scenery descriptions, or the particularly melodious and significant words.

A plan that will usually infuse interest into a recitation, even when the enthusiasm is at its lowest ebb, is to give a notable line and ask who said it, or where it appears in the poem. Then see if some one can quote the lines which precede or follow. It is a good test of accurate memory and appreciation of the plot as well as a quickener of interest.

Encourage memorizing the best, and just as much of it as possible. Let them try a little versemaking sometimes. You may be surprised by a result far better than you expected, especially if your pupils are fairly steeped in the imagery, the language, and the measure of the poem. At any rate it is good practice for them in the use of words.

If a boy does not like poetry it is quite probable that he does not understand it. Definite questions on the text posted the day before the lesson is recited are often helpful in directing the pupils' attention to difficult points. Make them feel that every line should yield up its meaning, but the questions should not be so minute as to squeeze out all the juice and flavor and sweetness.

Practical Hints and Examination Papers.

THE ASTONISHED FARMER.—A and B took each thirty geese to market. A sold his at three for a dollar, B at two for a dollar, and together they received \$25. A afterwards took sixty alone, which he sold, as before, at five for two dollars, and received but \$24. What became of the other dollar?

—One of those school examiners who like to ask "catch" questions put this not long ago: "What views would King Alfred take of universal suffrage, of the conscription, and of printed books, if he were living now?" The ingenious pupil wrote in reply, "If King Alfred were still alive he would be too old to take any interest in anything."—*Exchange*.

ARITHMETIC.—A good teacher of arithmetic must combine the following qualities: 1. Quickness in mental operations. 2. Correctness in calculation. 3. Power rapidly to form new examples, especially in concrete numbers. 4. Knowledge of geometry. 5. Ability to teach objectively and find illustrations. 6. Patience with slow pupils. 7. Thoroughness everywhere. To improve in teaching arithmetic, he or she must improve in all these qualities.

HINTS FOR TEACHING GEOGRAPHY.—Never conduct a geography lesson without a map before the class. When a recitation is made by a pupil concerning the physical features of the earth, let some other pupil point to the map, and indicate the locality. Never, under any circumstances, conduct a geography lesson with a book open before you. This will mean hard study oftentimes, but it will give the pupils confidence in the knowledge of the teacher, and will put the teacher in sympathy with her class by knowing the difficulties they have to contend with.

—We have lately in several journals seen the discussion of the correct process in securing results in such questions as

$$\begin{aligned} 6 + 4 \times 5 &= ? \\ 6 - 4 \div 2 &= ? \\ 15 \div 3 + 2 \times 3 &= ? \\ 2 \times 5 - 6 \div 3 &= ? \end{aligned}$$

Some of our text books are confusing on this question. There ought to be no trouble in the matter. If the teacher or the student will remember that in arithmetic as in algebra any two quantities have the sign of multiplication or the sign of division between them

are but a single quantity, and that the signs + and - are equivalent to the conjunctions *and* and *less* he will read these questions in this light, and he can hardly make a mistake. Thus 6 and 20; 6 less 2; 5 and 6; and 10 less 2, are the questions simplified. These present no difficulties whatever.

—It is a mistake to allow carelessness and slovenliness in the preparation of written work, and especially at the blackboard. Pupils are forming habits that will last through life; so they cannot afford to form incorrect ones, for “habits are soon assumed, but when we strive to strip them off 't is being flayed alive.” When pupils are allowed to make figure 3s that look like the sign of scruples, 6s that look like naughts, 7s and 9s that look like interrogation points, they will continue to do so through life; so do not let them begin it.

—That excellent teacher's paper the *School Journal* of New York gives the following hints on Physical Culture so much needed in our schools, and now compulsory in our superior schools:—

We are everywhere confronted with apparent antagonisms, attraction and repulsion, day and night, force and inertia, growth and decay. A law that has its basis in the nature of things is not to be disregarded with impunity. Not only must we maintain the opposition between the various parts of the body, the chest and the chin, the chest and the abdomen, etc.,—but even our exercise must conform to this universal rule. There are times when the teacher is weary, when the ordinary noises of the school-room are almost distracting. Things do not seem to move smoothly. He begins to feel a little discouraged—in short, he is nervous; and the children, quick to imitate everything good or bad, become nervous, too. The pencils are tapping on the slates, the little feet are restless, the minds inattentive, and an air of uneasiness pervades the place. Not only time, but vitality, life itself, is wasting. This is the moment for the devitalizing exercise, something to draw this excess of nervous energy from the extremities to the centres where it may be stored for future use. If we could but collect and hold in reserve all the nervous force that is every day expended uselessly, what wonderful things we might accomplish. Perhaps some Edison may yet evolve the fact from the wish. In the meantime we will do what we can to economize it. Where ten or more consecutive minutes are given to calisthenics, the energizing and relaxing exercises should be alternated. Where but a minute or two at a time is taken, give a relaxing exercise when your pupils are restless, nervous, or impatient of control; an energizing exercise, when drowsy, dull, or indifferent. Games that contract the chest, bring the chin forward, and keep the body bent, are debasing; games that expand the chest, draw the chin toward the neck, and retain the body in an erect position are elevating. It must be understood that the following exercises, though relaxing, are very effectual in creating muscular tissue; for instance, No. 6 if practised faithfully will make the neck firm and round.

The chest should be lifted and expanded in all the exercises outlined below, except the last two, which are given more especially for teachers. No. 9 will give one a feeling of rest and will induce sleep. No. 10 is one of the best aids to digestion. While it relaxes much of the upper part of the body, it increases the activity of the digestive organs. *Exercise each side of the body equally.*

RELAXING EXERCISES.

No. 1. Military position; extend fore-arms horizontally in front, hands relaxed; shake fore-arms up and down; from side to side, to devitalize hands.

No. 2. Same position as in No. 1. Shake fore-arms circularly, in and out. Vary exercise by shaking sidewise, in, up, and down, out, in, out, etc.

No. 3. Extend left arm in front; grasp upper arm with right hand; shake upper arm by hand to devitalize lower part of left arm. Same with right arm.

No. 4. Arms extended horizontally at side, fore-arms relaxed and hanging at right angles to upper arms; shake upper arms back and forth.

No. 5. Raise arms, straighten arms, tips of fingers touching over head; let arms fall as if lifeless.

No. 6. Close eyes; let head fall, as if nodding, forward to chest, backward; from side to side; then around from left to right, right to left.

No. 7. (Either standing or seated.) Shake right leg back and forth to divitalize right foot. Same with left leg.

No. 8. Weight on left foot; shake right thigh back and forth, right leg relaxed.

No. 9. Weight on right foot, left foot advanced; bend knees; turn body at ankles, allowing motion of body to swing right arm. Head and arms to be relaxed; rest of body as nearly so as possible.

No. 10. Bend at floating ribs, forward and backward; from side to side; circularly, left to right, right to left, as far as possible without straining, head and arms relaxed.

—The true teacher will desire to improve in scholarship. If not very successful in teaching arithmetic, he must study algebra and geometry; if not successful in English grammar, he must study rhetoric, literature, logic, and Latin; if he cannot interest his pupils in American history, he must study the history and government of England, France, and Germany; if he wants to teach physiology better he must study zoology. He will be a hard student; he will "burn the midnight oil" in his room; he will attend summer schools; he will stop and take one year or four years in college or normal schools.

KEEPING IN.—Many teachers feel that they must keep the disobedient, the lazy, and the late comers after school. They say that is the only way to punish the first, to get knowledge into the second and to cause the third to be punctual. It is done conscientiously; it

is no pleasure to the teacher, he certainly suffers. But should it be done? Should the plan be followed as a plan? To this it may be answered distinctly, no. The teacher has been there long enough and so has the pupil. Only now and then should the teacher and the pupil remain: (1) For private conversation; (2) at the instance of the pupil generally for special assistance; (3) for preparation for special exercises—this voluntary. Only in the first case is it to be involuntary. But what shall he do with the disobedient? The subject is too great to be discussed at length here. It is sufficient to say that keeping in is not a terror to evil-doers. The plan of dismissing all but certain ones five minutes before the hour is adopted by some, as those who have done well file out first, and are followed by others who have not done so well, a distinction is made that may be valuable. But the objection against "Keeping in" is that it fails in its object. When it is done as punishment the pupil soon ceases to have any fear of it. Let the teacher ask to what motive does it appeal? Usually the pupil objects to stay because he wants to be in the company of some other pupil on his homeward way. But he can see that pupil to-morrow. Those who use this method will observe that they keep the same pupils in day after day. Don't punish with a punishment that doesn't punish.

—A letter from a teacher to the *School Journal* contains a page relating to a plan of deriving assistance from pupils which he has found very successful. He has had 60 children from five to twenty years of age and they have attended with great regularity.

A corner of the room was fitted up with a curtain and a blackboard and one of the older girls (possessing special aptness, gathered the youngest pupils here. This assistant was instructed by the teacher in methods of teaching reading, drawing, clay-modeling, etc., and she became a right hand of help. There were six in this class.

Twelve of the older pupils were formed in a committee to help run the school, and here is a list of things done by them—they drew on the others for aid, it must be noted:

(1) The windows were washed; (2) the floor was scrubbed weekly; (3) the walls were whitewashed; (4) a plank walk was put down to the gate a distance of 130 feet; (5) the woodshed was repaired; (6) a new blackboard was put up; (7) a curtain was put on a rod across the corner of the room; (8) forty hooks for hats were put up; (9) a hectograph was obtained and used for songs; (10) sheets of manilla paper were written on.

This committee acts as a board of helpers all along the line, and makes it possible for the teacher to do more work; in fact it makes it possible to do good teaching even with sixty children of all grades. The pupils are a mine of help; let no one look on them solely as chessmen to be moved when ordered.

—HINTS ON DISCIPLINE.—Ventilate the school room well. Make few rules. Enforce all. Speak low and pleasantly. Teach singing

and calisthenics. Insist on having your orders carried out *precisely*. Go slowly, if need be. Be firm. Be dignified. Be as courteous to your pupils as to your school board. Visit the parents of your pupils. Be willing to learn. Criticise yourself. Dress as well as you can.—*Lucy Agnes Hayes.*

EXAMINATION [PAPERS FOR THE SUPERIOR SCHOOLS.]

ENGLISH, GRAMMAR (GRADE I. MODEL SCHOOL.)

SECTION I.

1. Analyze the sentence: "The *next day* a large number of persons, *in addition to those immediately interested, assembled to hear his decisions.*"

2. Parse the words printed in italics in the above sentence given for analysis.

3. What is a simple sentence? Name and define the various parts of a simple sentence. Construct a simple sentence of your own, containing at least fifteen words, and analyze it.

SECTION II.

4. What parts of speech are inflected for case? What parts of speech are inflected for comparison? Write out five verbs, and show how they are inflected for person.

5. What is the function of a pronoun? Name the various kinds of pronouns, and give examples. Write a sentence with at least three pronouns in it.

6. Enumerate the different kinds of verbs, and give examples. What is meant by a participle?

SECTION III.

7. Write out any five rules of syntax. Correct what you consider to be errors in the following: You hadn't ought to have done it. Between you and I, there aint no harm in what John done. Either you or we are wrong. Let your books lay there, on that there desk. I wonder why John don't come.

8. Give the past tense, present participle and past participle of each of the following verbs: Ring, wring, work, flee, fly, beseech, crow, grow, reward, run.

9. What is gender? How many genders are there in English. Give examples of five nouns that are inflected for gender.

DICTATION, READING AND WRITING (FOR ALL GRADES.)

Dictation.

GRADE I. MODEL SCHOOL.—The first paragraph of the lesson on "The Sagacious Cadi," on page 79 of Gage's Fourth Reader; or the first paragraph of the lesson, "Three Caitiffs," on page 65 of the

Fourth Royal Reader. This dictation is to be given on Friday afternoon, from 2 to 3.30.

GRADES II. AND III. MODEL SCHOOL OR GRADE I. ACADEMY.—The first paragraph of the lesson on "Alcohol," page 66 Gage's Fifth Reader; or the first paragraph of the lesson on "Egypt," page 49 of the Fifth Royal Reader.

GRADE II. ACADEMY.—The paper set by the A.A. Examiners shall be taken by this grade. In giving the dictation, the deputy-examiner should first read over the whole passage continuously to the pupils; and then read out the sentences phrase by phrase without repetition. No word or portion of a word is to be read out by itself.

Reading.

FOR ALL GRADES.—For all Grades the deputy-examiner may select any passage within the prescribed pages in the readers, giving 100 marks in each grade as a maximum. The reading may be heard at any time during the examination convenient to the deputy-examiner, if the time mentioned in the time-table is not sufficient. The main points to be taken notice of in making the awards for reading are naturalness of utterance, clear enunciation, and proper emphasis.

Writing.

The paper set by the A.A. Examiners is to be taken only by the pupils of Grade II. Academy: for the pupils of all other Grades any fifteen lines of prose and any fifteen lines of poetry may be written from memory or from the Reader. The general character of the writing of the pupil in all the papers will also be taken into account.

FRENCH (GRADE I. MODEL SCHOOL.)

SECTION I.

1. Translate into English:—Où, monsieur, il fait beau temps, aujourd'hui. Où irez-vous demain? Je ne vous comprends pas. Non! ne parlez-vous pas français? Nous parlons français dans notre école. Où demeurez-vous, monsieur? Ici. Qui est devant la fenêtre de votre maison? Est-ce votre sœur? Non, c'est mon petit frère. Ah! combien de frères avez-vous?

2. Translate into French:—The weather is very bad, this month. What church do you attend? Do you not understand me? Your mother speaks French and English. She speaks French to my father, but she never speaks French to me. I live in Quebec. In what town? Ah! how many inhabitants are in your town?

3. What is the English for:—Chaise, casquette, bouche, hiver, froid, chaleur, pont, fleuve, chemin, bateau? What is the French for:—stable, purse, nose, summer, warm, thirsty, mountain, country, side-walk, steamboat.

SECTION II.

4. Write out the present and imperfect tenses of *avoir* and of *être*.
5. Give a list of the personal pronouns and their possessive forms: my, thy, his, her, our, their.

6. Write in French the cardinal numbers from *twenty* to *forty-one*. What is the French word for *eighty*?

SECTION III.

7. How do nouns form their plural in French. Give the plural of *animal, marteau, bas, livre, bijou, ciel, travail*.

8. What is the feminine form of:—*Petit, neuf, attentif, blanc, beau, cher, vieux, frais, sec, fou*.

9. Write out five sentences in French, each containing at least ten words.

MENTAL ARITHMETIC (GRADE I. MODEL SCHOOL.)

1. What is the sum of $48 + 36 + 29$? Ans.....
2. Multiply 64 by 12, and divide by 3. Ans.....
3. Divide five dozen by 20. Ans.....
4. How much is $\frac{1}{2}$ of $\frac{1}{3}$ of 18? Ans.....
5. Add 5 score to five dozen. Ans.....
6. Multiply 3426 by 5. Ans.....
7. How many drams in an ounce? Ans.....
8. Multiply 2134 by 25. Ans.....
9. Divide 4 feet by 3 inches. Ans.....
10. How many cwt. in 16 tons. Ans.....

ARITHMETIC (GRADE I. MODEL SCHOOL.)

SECTION I.

1. From the sum of 58465, 781, 903645, 7895, and 686, take the sum of 84, 962, 385, 29, 784, 688, 389, 645; multiply the difference by 365, and divide the product by 29.

2. From the sum of $3\frac{1}{2}$ and $\frac{2}{3}$ take $\frac{2}{3}$ of $\frac{1}{5}$, multiply the difference by $\frac{2}{3}$ of $1\frac{1}{2}$, and divide the product by $4\frac{2}{3}$.

3. A man bought 3500 bushels of wheat and 2763 bushels of rye for \$5778.55. If the cost of the wheat was 98 cents per bushel, what was paid per bushel for the rye?

SECTION II.

4. Find the prime factors of 6435; the least common multiple of 5, 15, 25, 40, 45, 50; and the greatest common measure of 1938, 2074.

5. I bought a farm for \$6737.50, and sold it for \$7218.75, gaining \$2.75 per acre. How many acres did the farm contain?

6. A merchant bought 5 hams weighing respectively $12\frac{1}{2}$, $18\frac{3}{4}$, $15\frac{3}{4}$, $14\frac{1}{2}$ and 16 pounds at $11\frac{1}{2}$ cents per pound. What was the total cost in dollars and cents?

CANADIAN HISTORY (GRADES I. AND III. MODEL SCHOOL.)

SECTION I.

1. Name any five distinguished explorers mentioned in Canadian history. What part of America did each of these explore?

2. Name any five of the French Governors of Canada, and give a prominent fact connected with the rule of each of them.
3. Describe the position of any five of the places in Canada which were besieged at any time previous to Confederation, giving the dates of the sieges and the names of the leaders on both sides.

SECTION II.

4. Two statues have lately been placed in the façade of the Parliament Building at Quebec, those of Frontenac and Lord Elgin. Give an account of either of these Governors.
5. Enumerate the principal events of the American invasion of Canada in 1775.
6. What events led to the siege of Louisbourg in 1758? Describe the siege.

SECTION III.

7. What was the Quebec Act? What was the Constitutional Act? Tell what you know about both.
8. State the political causes which led to the passing of the British North America Act.
9. Of what provinces did the Dominion of Canada at first consist? What provinces have been added since? Give dates.

ENGLISH (GRADE I. MODEL SCHOOL.)

SECTION I.

1. Complete the stanzas in which any three of the following lines occur. Name the poem from which they are quoted, and the author who wrote them.

Breathes there a man with soul so dead.
 Why are children's eyes so bright, tell me why.
 I bring fresh showers for the thirsting flowers
 Strike the tent, the sun has risen
 But lo!—the last tints of the west decline
 Bird of the wilderness, blythesome and cumberless

SECTION II.

2. Write a composition on the "American Beaver," or on "Health, and How to Retain it." Be careful in the construction of every sentence.
3. Give the meaning of the following words which occur in your reader: *adversary*, *decisions*, *dexterity*, *equitably*, *inflicted*, *recognize*, *refuted*, *subjection*, *approval*, *determination*.
4. Give the derivation of the above words.

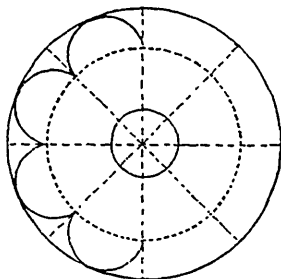
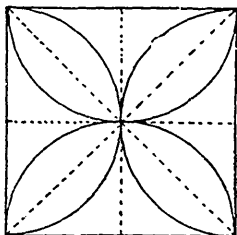
SECTION III.

5. Write out in your own words the paragraph which was read to you for dictation on Friday; or compose sentences of fifteen words

each, the first containing *adversary*, the second *decisions*, the third *dexterity*, and the fourth *determination*.

DRAWING (GRADE I. MODEL SCHOOL.)

1. Draw a square at least three inches in diameter, and describe a circle within and without it.
2. Draw an ellipse four inches by two.
3. Represent on paper one of the windows or doors of the school.
4. Increase these figures given below to double the size, and complete them with the usual finishing line. (The paper used must be regulation drawing paper.)



BOOK-KEEPING (FOR ALL GRADES.)

SECTION I.

1. What is meant by an *Account Current*? Illustrate by drawing up one with at least six items on both sides.
2. Name and explain at least five of the books used in book-keeping.
3. What is meant by "protesting a note." How would you "discount a note" at the bank? What is meant by the "maturing of a note."

SECTION II.

4. Explain the terms "debit" and "credit." Give a specimen of a page of an ordinary Day-book, and one of a Ledger.
5. Explain the terms:—*Bonded goods, capital, consignment, days of grace, inventory, mortgage, letter of credit, post office order, promissory note, assets.*
6. What purpose is served by keeping the "journal?" Give an example of a page of a Journal.

SECTION III.

7. State the difference between Single and Double Entry.
8. Explain Bills of Exchange, Bills Payable, Bills Receivable Draught on the Bank, and Bill of Lading.
9. How do you strike a balance? What is meant by the balance being against any one? What is a trial balance?

PHYSIOLOGY (FOR ALL GRADES.)

SECTION I.

1. Name at least ten of the organs of the human body. Indicate their functions.
2. What is meant by a narcotic? Name three of the more common of the narcotics that have an influence for evil on the human system.
3. Enumerate ten of the laws of health.

SECTION II.

4. Describe the structure of the eye. What part of the brain receives the optic nerve?
5. Describe the structure of the heart. What are the constituent parts of carbonic acid gas?
6. Draw a diagram showing the various parts of the inner and outer ear.

SECTION III.

7. In the case of a person being "all but drowned," what remedies would you suggest to bring him back to consciousness?
8. What are the causes of "headaches?"
9. Explain the following terms: Hemorrhage, cuticle, ventilation, temperature, infectious, contagious, epidemic, digestion, cerebrum, pulmonary.

GEOGRAPHY (GRADES I. MODEL SCHOOL AND I. ACADEMY.)

SECTION I.

1. Name at least ten of the great rivers of North America, and give the tributaries of any two of them.
2. Name the political divisions of North America which border on the Atlantic Ocean, with their capitals.
3. Give an account of the physical features of California or of Mexico.

SECTION II.

4. Draw a map of the Gulf of St. Lawrence, with at least twenty names of places printed neatly on it.
5. Name the counties of Ontario, Quebec, and New Brunswick which border on the United States. What are the chief towns of these counties?
6. Describe the climate of British Columbia, the river system of Nova Scotia, and the natural products of Ontario.

SECTION III.

7. Name at least five of the great rivers of South America, and give the tributaries of any two of them.
8. Name the political divisions of South America, and mention two towns in each of them.
9. Draw a map of the West Indies.

SACRED HISTORY (MODEL SCHOOL GRADES.)

SECTION I.

1. Name five of the Jewish patriarchs, and give a prominent fact connected with each.
2. Name five of the kings of Israel, and give a prominent fact connected with each.
3. Draw a map of Palestine large enough to fill a quarter-sheet of foolscap. (Let the outline be in pencil, and the names neatly printed.)

SECTION II.

4. State where the following places are, and name some event connected with each : Sinai, Gilgal, Joppa, Lebanon, Carmel, Kadesh, Gaza, Bethel, Shechem, Nebo.
5. Give a prominent event in the lives of each of the following persons mentioned in Scripture : Job, Lot, Samuel, Jonathan, Elisha, Daniel, Aaron, Joshua, Esther, Samson.
6. Give an account of the wanderings of the Children of Israel through the wilderness.

SECTION III.

7. Write out the Second Commandment and the Fourth Commandment.
8. Give a description of the tabernacle, and draw the plan of it.
9. Describe the reign of Rehoboam minutely, or of Jeroboam.

ENGLISH GRAMMAR (GRADE II. MODEL SCHOOL.)

SECTION I.

1. Analyze the following stanza :—

*But who amid the crowd is seen,
In peasant garb, with simple mien,
Firm, leaning on a trusty stave,
In form and feature tall and grave ?*

2. Parse the words printed in italics in the above stanza given for analysis.
3. What is a simple sentence ? Name and define the various parts of a simple sentence. Construct a simple sentence of your own, containing at least twenty words, and analyze it.

SECTION II.

4. What is meant by "Etymology" as a branch of grammar ? What is meant by "the derivation of words." Give the derivation of the words *noun*, *adjective*, *pronoun*.
5. Name the various kinds of nouns and define them, giving examples.

6. Name the various kinds of adjectives and define them, giving examples.

SECTION III.

7. Name the various kinds of pronouns and define them, giving examples.

8. What is meant by *case*? Name the various cases and compose a sentence in which they are exemplified.

9. Write out any ten rules of syntax. Correct what you consider to be errors in the following :—

The number of our days are fleeting.

He who committed the offence thou should'st correct, not I who am innocent.

When the nation complain, the rulers should listen to their voice.

It was either him or his brother that gained the first prize : I believe it was him himself.

The river was froze over ; at least so he has wrote to me.

ALGEBRA (GRADE II. MODEL SCHOOL.)

SECTION I.

1. If $a = 3$, $b = 4$, $c = 27$, find the value of

$$3ab + ac + 4\sqrt{a^2b} - 3\sqrt{b^3c} + \sqrt{a^2 + b^2}.$$

2. Simplify the expression :—

$$5c - 6a - \{3(2b - c) + 4(a - 2b) - 6(2a - c)\}.$$

3. Multiply $x^3 - x^2y - 2y^3$ by $x^3 + x^2y - 2y^3$.

SECTION II.

4. Subtract $(x+y)(3a-2b)$ from $(x+y)(3a+2b)$.

5. Divide $x^2 + y^2 + 1 - 2y + 2x - 2xy$ by $x - y + 1$.

6. Express algebraically :—The fourth power of the sum of two numbers, a and b , together with twice the product of their squares, is equal to the sum of their fourth powers together with four times the product of their product and the square of their sum.

SECTION III.

7. Show that $(x^2 + 2xy + 3y^2)^3 + (y^2 - 2xy + 3x^2)^3$ is divisible by $4x^2 + 4y^2$.

8. Define *multiplication*, *product*, *coefficient*. Divide

$$14a^4 + 15a^3b + 33a^2b^2 + 36ab^3 + 28b^4 \text{ by } 7a^2 - 3ab + 14b^2.$$

9. Express algebraically :—The square of the sum of two numbers is equal to the sum of their squares and twice their product. Prove this when the numbers are 764 and 538.

FRENCH (GRADE II. MODEL SCHOOL.)

SECTION. I.

1. Translate into English :—Mon père est allé au concert hier au soir. Il fit trois autres voyages. Il passa la nuit, assis à la poupe du vaisseau. La nuit se passa tranquillement à naviguer vers cette terre inconnue. Dans la journée on vit plusieurs oiseaux. Les peines

n'étaient pas près de finir. Il était assis devant une table et étudiait une carte de géographie.

2. Translate into French:—My brother left for France yesterday morning. He has been in Montreal three times and Paris once. The ship he sailed in was a large one. The ocean was very quiet all the way. One morning they saw sixteen vessels. There was no difficulty in getting on shore. Examine the map for yourself.

SECTION II.

3. Write out the present and imperfect tenses of *avoir*, *être* and *parler*.

4. Give examples of the adjectives as they are inflected for gender.

5. Give the French for 3,267. Write your post office address in French, and give the day of the month and the year of this examination.

SECTION III.

6. Write out five sentences in French, each containing fifteen words.

7. Write to dictation the paragraph read by the Examiner or Teacher. (The passage to be given is the first paragraph of *Christophe Colombe*, page 65 of Progressive Reader.)

8. How do nouns form their plural in French. Give the plural of *animal*, *marteau*, *bas*, *livre*, *bijou*, *ciel*, *travail*.

MENTAL ARITHMETIC (GRADE II. MODEL SCHOOL.)

1. What is the sum of $48 + 36 + 29 + 94 + 58$. Ans.....
2. Multiply 26362 by 25, and divide by 5. Ans.....
3. Divide fifty dozen by a score. Ans.....
4. Divide 3 yards by 1 foot 6 inches. Ans.....
5. Subtract $\$5\frac{3}{4}$ from $\$8.80$. Ans.
6. Take 25 lbs. from 3 tons. Ans.....
7. Add $2\frac{1}{2} + 3\frac{3}{4} + 6\frac{1}{4}$. Ans.....
8. How much is $\frac{1}{2}$ of $\frac{1}{3}$ of $\frac{1}{4}$ of 96. Ans.....
9. Multiply 6784 by 25. Ans.....
10. Divide 4128 by 16. Ans.....

ARITHMETIC (GRADE II. MODEL SCHOOL.)

SECTION I.

1. Multiply $2718\frac{2}{3}$ by $35\frac{1}{4}$, and divide $75\frac{2}{3}$ by $14\frac{3}{4}$.
2. A can do a piece of work in 15 days and B in 18 days. In what time can it be done if both work together?
3. I bought 9 bags of wheat, weighing respectively $123\frac{1}{2}$, $119\frac{3}{4}$, $125\frac{5}{8}$, $120\frac{7}{8}$, $117\frac{1}{2}$, $119\frac{5}{8}$, $122\frac{1}{4}$, $120\frac{1}{2}$ and $119\frac{1}{2}$ pounds, at $\$1\frac{3}{8}$ per bushel of 60 pounds. Allowing 1 pound for the weight of each bag, what was the total cost?

SECTION II.

4. Multiply .0000915 by .0063 and divide .0002784 by .0324.

5. I paid \$5280 for a house and .03125 as much for a lot. What was the cost of house and the lot together?
6. The product of two factors is 2285.035 and one of the factors is 318.25. What is the other factor?

SECTION III.

7. Reduce 73 ac. 15 ro. 18 yds. to inches, and divide 29 bu. 3 pk. 3 qt. by 5 bu. 3 pk. 7 qt.
8. From a cask containing 42 gallons of water, 1 gal. 3 qts. leak out daily. In what time will the cask be emptied?
9. Add £45 19s. 6 $\frac{3}{4}$ d., £234 4s. 5 $\frac{1}{2}$ l., £218 4s. 6d., £45 3s. 8d., 13s. 7d., £18 9s. 9 $\frac{1}{4}$ d., and £147 17s. 6d., and multiply the sum by 44.

ENGLISH HISTORY (GRADE II. MODEL SCHOOL.)

SECTION I.

1. Explain what is meant by the Feudal System.
2. Give an account of Wat Tyler's insurrection and the cause that brought it about.
3. Tell what you know of Joan of Arc.

SECTION II.

4. When was the battle of Bosworth Field fought? Relate the events that led to it, and the most important event that followed it.
5. Name the sovereigns of the Tudor line, and opposite each name mention an important event, with its date, that happened during that reign.
6. What were the "Massacre of Glencoe" and the "Siege of Limerick."

SECTION III.

7. What was the "French Revolution?" Tell all you know about it.
8. Give five of the most important events in the reign of Queen Victoria, with dates.
9. Tell the story about George IV. and Queen Caroline.

ENGLISH (GRADE II. MODEL SCHOOL.)

SECTION I.

1. Complete the stanzas in which any three of the following lines occur respectively. Name the poem and the author:—
 - . Fresh glides the brook and blows the gale
 - And soon that toil shall end
 - Burly, dozing humble-bee!
 - Down to the vale this water steers
 - Sing on, sweet thrush, upon the leafless bough
 - O blythe new-comer! I have heard

SECTION II.

2. Write a composition on "Alcohol" or on the "United Empire Loyalists." Be careful in the construction of every sentence.

3. Give the meanings and derivations of the following words:—*abstinence, assimilate, auricle, beverage, capillary, carbon, cavities, distillation, hydrogen and putrefaction.*

4. Write ten sentences of at least twenty words, each containing respectively one of the above words.

SECTION III.

5. Reproduce in your own words the paragraph which was read to you for dictation on Friday. (The examiner may read the paragraph to the pupils once.)

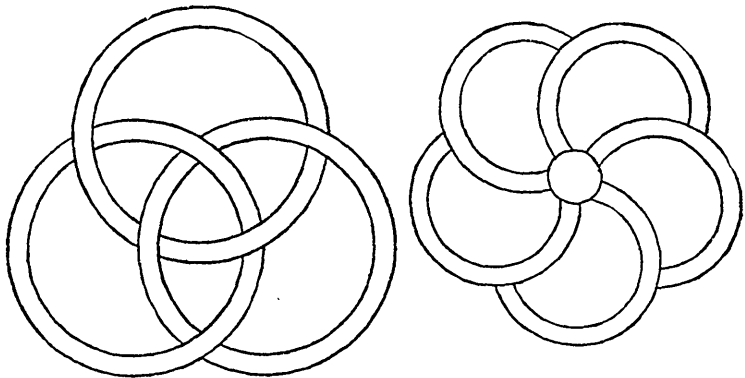
DRAWING (GRADE II. MODEL.)

1. Draw a regular cylinder two inches in diameter and five inches in length.

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

3. Represent on paper the teacher's desk.

4. Enlarge these figures to double their size, and complete them with the usual finishing line. (The paper used must be regulation drawing paper.)



LATIN (GRADE II. MODEL SCHOOL.)

SECTION I.

1. Translate into English:—*Hortus agricolae magnus est. Dona domini servis sunt grata. In Graecia sunt templa multa. Multa animalia vitas breves habent. Magistri argentum puero dat. Ager lapides multos habet. Minerva aram in oppido habet. Amicis discipuli dat mala multa. Columbae albae filiae bonae sunt! Dominus servos bonos habet.*

SECTION II.

2. Parse the words in italics in the sentences above.
3. Decline : *Mensa, dominus, urbs, gradus, res.*
4. Decline : *gratum donum* together.

SECTION III.

5. Write out the imperfects indicative and subjunctive of the verb *sum*.
6. Translate into Latin : The eagles have eyes. The masters have three books. My friend gives me a servant. The pigeons in the garden are numerous. The altar is golden.
7. Write out the Latin numerals up to *twenty*.

GEOGRAPHY (GRADE II. MODEL SCHOOL.)

SECTION I.

1. Name the countries of Europe that form the boundary-line of Austria. Name five towns in Austria.
2. Name the mountain ranges in Europe, and the countries through which they run.
3. Draw a map of Spain and Portugal, tracing the principal rivers and mountain ranges. (The map should be drawn in clear pencil outline, to fill the quarter-sheet of foolscap. The names should be neatly printed in ink.)

SECTION II.

4. Name the four divisions of Ireland and the three divisions of Great Britain.
5. Name the counties in any one of the above divisions.
6. Draw a map of the districts drained by the Tweed, the Thames, the Severn and the Shannon, indicating the tributaries of these rivers.

SECTION III.

7. Tell all you know of London, Glasgow and Dublin.
8. Write an account of a trip taken in a vessel sailing from London to Glasgow near the coast-line.
9. Where are the following places :—Amsterdam, Cromarty, Inverness, Londonderry, Southampton, Havre, Oporto, Leghorn, Palermo, Hammerfest. Tell what you know about each place.

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

SECTION I.

1. Give the general and particular analysis of the following stanza :
*Near yonder copse, where once the garden smiled,
 And still where many a garden flower grows wild ;
 There, where a few torn shrubs the place disclose,
 The village preacher's modest mansion rose.*

2. Parse the words printed in italics. (In parsing an adjective or adverb the words qualified or modified must be mentioned.)

3. What is a compound sentence? What is a complex sentence? Give examples of both in which there are more than three clauses. Analyze your own examples.

SECTION II.

4. Quote any two special rules for the formation of the plural of nouns. Name and distinguish the plurals of nouns which have two forms of plural with different signification. Write the plural of: wharf, folio, spoonful, Norman, cherub, memorandum, alumnus.

5. Explain the terms:—Declension, Conjugation, Case, Mood, Tense, Voice, Person, and Participle, illustrating your answer with examples.

6. What is meant by affix, prefix, stem. Write out five affixes with their meanings and some English words in which they are to be found; five prefixes with their meanings and the English words in which they are found. What is the stem in *reformation*, *telegraph*, *position*.

SECTION III.

7. Classify adjectives and give an example of each. Give five adjectives that are irregularly compared.

8. Write out at least ten rules of English syntax.

9. Correct or justify the following:—

Many persons will not believe but what they are free from prejudice.

I will lay me down and take my rest.

The latter end of that man shall be peace.

We hastily descended down from the mountain.

There was more than one sophist in their midst.

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

SECTION I.

1. Multiply $b^2 + (a - b)(b - c)$ by $c^2 + (b - c)(c - a)$ and show that your answer is correct by substituting $a = 2$, $b = 0$, $c = -3$.

2. Divide $5x - 3 - 4x^2 + x^4 + x^3$ by $x^2 - 3 - 2x$.

3. From $\frac{1+x}{1+x+x^2}$ take $\frac{1-x}{1-x+x^2}$.

SECTION II.

4. Resolve the following expressions into factors:—

$$81x^4 - 1, (4x + 3y)^2 - (3x + 4y)^2, 12x^2 - 14x + 2.$$

5. Solve the equation:—

$$\frac{1}{x^2 + 3x + 2} + \frac{1}{x^2 + 5x + 6} = \frac{1}{x^2 + x - 2}$$

6. Solve the equation:—

$$\frac{1}{3} \{ (2x - 32) - (x + 16) \} = \frac{1}{3} \{ (x - 20) - (2x - 11) \}.$$

SECTION III.

7. A is three times as old as B. Seven years ago A was four times as old as B. Find their ages now.

8. The sum of three consecutive whole numbers exceeds the greatest of them by 19: what are the numbers.

9. A boy has a barrel of apples. He gives three more than two-fifths of them to his sister, six more than a quarter of the remainder to his brother, and keeps three-thirteenths of what then remains, and finds he has exactly two-sevenths of the original number left. How many had he at first?

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

SECTION I.

1. Translate into English:—Un jour, un ami de Swift lui envoya un magnifique poisson. Le groom qui l'apporta avait souvent fait la même commission sans avoir jamais rien reçu de Swift. Cette fois il déposa brusquement le poisson sur une table en s'écriant: "Voici un turbot que vous envoie mon maître."—"Plait-il?" répartit aussitôt Swift. "Est-ce ainsi que tu remplis tes fonctions? Tiens, prends ce siège; nous allons changer de rôle, et tâche, une autre fois, de mettre à profit ce que je vais t'enseigner." Swift alors s'avance respectueusement vers le domestique, qui s'était assis dans un large fauteuil, il lui dit, en lui présentant le poisson, "Monsieur, je suis chargé par mon maître de vous prier de bien vouloir accepter ce petit cadeau."—"Vraiment?" répondit effrontement le valet, "c'est très aimable à lui; et tiens, mon brave garçon, voici trois francs pour ta peine." Swift se hâta de congédier le groom.

SECTION II.

2. Translate into French:—They thus continued to sail all week. The large number of birds which they saw and the bits of floating wood told of the nearness of land, and the murmuring of the sailors ceased. However, the spirit of revolt again burst forth and Columbus began to despair of subduing his crew when God took compassion on him. On the fourth of October, the number of birds was so great, and they flew so near the ship that a sailor killed one of them, and on the seventh of the month they came in sight of land. It was only on the eleventh or twelfth however that land was signaled.

SECTION III.

3. Write out a list of the pronouns. Put down opposite each the class to which it belongs.

4. Write out the present and imperfect subjunctives of *savoir* and *aller*.

5. What are the rules for forming the feminine of adjectives? Give examples.

MENTAL ARITHMETIC (GRADE III. MODEL SCHOOL.)

1. What is 20 per cent. of \$1600? Ans.....
2. What is the cost of 3,450 lbs. at \$25 per lb.? Ans.....
3. Reduce 6 lbs. to drams. Ans.....
4. What is the square root of 256? Ans.....
5. Subtract $\$14\frac{3}{4}$ from \$36.52. Ans.....
6. How many feet in a mile? Ans.....
7. Find L.C.M. of 4, 6, 8, 12. Ans.....
8. What per cent. is 15 of 45? Ans.....
9. Deduct 20 per cent. from \$60.60. Ans.....
10. Multiply 123456789 by 21. Ans.....

Books Received and Reviewed.

[All Exchanges and Books for Review should be sent direct to Dr. J. M. Harper, Box 305, Quebec, P.Q.]

The University Extension World, issued by the University Press of Chicago, is the most prominent exponent of a movement which has become world-wide in its importance. Our teachers should provide themselves with a copy of it, as it contains intelligence on educational topics of the most advanced type. *Harper's Bulletin* can be had free from the publishers, Harper & Brothers, Franklin Square, New York. *The Kindergarten News*, published by Milton, Bradley & Co., of Springfield, Mass., has a freshness about it which cannot but charm our elementary teachers. The last number of the *Presbyterian College Journal* is a very creditable number. *Education* continues to enjoy the new era of its success. We recommend the work to all our academy principals. It is published by Messrs. Kasson & Palmer, 50 Bromfield Street, Boston. *The Magazine of Poetry* for April sustains its high character as a quarterly; it is published by Mr. Charles Wells Moulton, Buffalo. *The Monist*, which is the quarterly exponent of the best thought of the day, is published by the Open Court Publishing Co., Chicago. Its table of contents for this month indicates the high tone of its pages, for in it are mentioned, "The Three Aspects of Monism," by Prof. Morgan; "The Parliament of Religions," by Gen. Trumbull; "Modern Physiology," by Prof. Verworn; "Kants' Doctrine of the Schemata," by Prof. Williams; "The Exemption of Women from Labour," by Lester F. Ward; "Ethics and the Cosmic Order," by the editor; etc. *The Tariff Bill* of the United States has been sent to us, and will be placed in position for reference as soon as the Canadian Bill is issued. *Current History*, published by Garretson, Cox & Co., Buffalo, is an excellent compendium for the teacher who gives his pupils a daily lesson on what is taking place in the world around them. The magazine should be subscribed for to be placed in the school library. *The Annual Report* of the schools of New Brunswick has been received. *The National Popular Review*, published by Mr. J. H. White, Chicago, contains a "Symposium on Physical Culture" which will be read with interest by our teachers. *Self-Instruction in Practical Business Book-keeping*, by Mr. Charles S. Macnair, may be had by writing to that gentleman in Detroit.

COMPLETE GRADED ARITHMETIC, by Mr. George E. Atwood, and published by Messrs. D. C. Heath & Co., Boston. This is part second, prepared for the higher grades, and from it our academy teachers will find many valuable hints. The book, like its predecessor, is devoted to the practical element in Arithmetic.

INTRODUCTION TO BOTANY, by Prof. Volney M. Spalding, of the University of Michigan, and published by Messrs. D. C. Heath & Co., Boston. Such a helpmate to the usual text-book on Botany has long been looked for by our teachers, when they are giving experimental lessons. Prof. Spalding has done his work well, having sought in

this, his latest work, to develop a natural and practicable method of approaching the study of living things.

POPULAR SCIENCE, edited by Dr. Jules Lugiens, of Yale University, and published by Messrs. Ginn & Co., Boston. This book is a compilation in French, to help the student of that language to a knowledge of scientific terms. As a change from French fiction and poetry, of which the usual French Reader is made up, the book is sure to find a place.

A PRACTICAL GERMAN GRAMMAR, by William Eysenbach, and published by the Messrs. Ginn & Co., Boston. This is an edition of Eysenbach, revised and largely re-written by William C. Collar, A.M., of the Roxbury Latin School, and Mrs. Clara S. Curtis. Those who know the larger Eysenbach by Mr. Collar and its excellent arrangement will prize this smaller edition all the more, seeing a more contracted edition has long been regarded as a necessity. Collar's Shorter Eysenbach is sure to be popular with teachers and pupils.

PUBLIC SCHOOL ALGEBRA, by Mr. C. Clarkson, B.A., Principal of Seaforth Collegiate Institute, and published by the Messrs. W. J. Gage Company, Toronto. This book, as the author states, is intended as an introductory series of development lessons in Algebra on the inductive method, and is expected to form a guide to oral teaching and a thorough introduction to larger works. Mr. Clarkson is not a teacher who believes that a text-book is everything in school, and has prepared this text-book of hints to fortify the teacher who expects more from oral teaching than mere memorizing. It will reveal a new departure in Algebra teaching to many a teacher who is anxious to make his personality a more important factor in class-drill than the text-book.

OBJECT LESSONS, AND HOW TO GIVE THEM, by Inspector George Ricks, B.Sc., of London, England, and published by the Messrs. D. C. Heath & Co., Boston. Many of our teachers continue to enquire after a good book on Object Teaching, and here is one at last which we can heartily recommend, from which the namby-pambyism of the object lesson on a chair or a pin has been judiciously eliminated. The book is scientific in its tendency; yet we can hardly believe that any teacher will not find in it all that is necessary for giving children an idea of the inner laws of ordinary phenomena.

MORCEAUX CHOISIS OF ALPHONSE DAUDET, edited and annotated by Mr. Frank W. Freeborn, of the Boston Latin School, and published by the Messrs. Ginn & Co., Boston. This is an excellent reader for the pupils during the earlier period of the study of the French language.

COMMERCIAL LAW, by Prof. J. E. C. Munro, LL.M., of the Middle Temple, and published by the Messrs. Macmillan & Co., London. The object of this book is to provide an elementary text-book for those who are preparing themselves for business life in our commercial schools. The work, with its glossary of law terms and examination questions, is very complete.

ROUSSEAU AND HIS "EMILE" is a highly interesting brochure by Mr. Ossian H. Lang, and will tell our teachers who Rousseau was and how he came to write a work on education. The same author has written a monograph on HORACE MAN: HIS LIFE AND EDUCATIONAL WORK, which will also be highly prized. The publishers of these booklets are the Messrs. E. L. Kellogg & Co., New York and Chicago.

THE CONTENTS OF CHILDREN'S MINDS ON ENTERING SCHOOL, by G. Stanley Hall, President of Clark University, and published by the Messrs. Kellogg. This is really a book which every primary teacher should possess. The case is as though a new hand should sit down at a loom to complete a work that had already been begun. The question should be: "What is the design of the previous workman? How far has it been carried on? How shall I join my work properly to his?" In the ordinary primary work the teacher asks none of these questions. She proposes to leave what has been done alone and put in an entirely new lot of materials; whether they will connect or do connect with the materials already used is not asked. The maxim is, "Learn these new things." Now, it must be apparent that it is of the utmost importance to know what the child already knows, and then to weave the new knowledge into this already obtained and make a unity of it. Hence the value of this volume.

PRACTICAL METHODS OF MICROSCOPY, by Mr. Charles H. Clark, A.M., Principal of Sanborn Seminary, and published by Messrs. D. C. Heath & Co., Boston. Several of our academies have lately become possessed of a microscope, and in the above volume is the very thing which the principal wants, in order that he may fully know how to utilize the instrument in class-work. The explanations and illustrations are all that he would wish for in giving a lesson on structural botany or in mineralogy.

MY SATURDAY BIRD CLASS, by Miss Margaret Miller, and published by the Messrs. D. C. Heath & Co., Boston. It is the wish of the authoress of this little book that the experiences related may inspire others to try the plan outlined in these pages of interesting children in the study of nature. The book, it is needless to say, will be welcomed by many an elementary teacher whose heart is in her work.

OUTLINES OF PEDAGOGICS, by Prof. W. Rein, Director of the Pedagogical Seminary at the University of Jena, and published by the Messrs. E. L. Kellogg & Co., New York and Chicago. The trend of American educational thought is to philosophical and systematic pedagogics. This accounts for the attention that Herbartian literature is attracting in this country. Prof. Rein's masterly "Outlines of Pedagogics" will undoubtedly receive a welcome from students of education. Prof. Rein is known as the best expounder of the pedagogic system of Herbart. His seminary and practice-school at Jena is world-renowned. Teachers from America and other parts of the world flock to Jena every year to study under him.

THE RELIGION OF SCIENCE, by Dr. Paul Carus, and published by the Open Court Publishing Co., Chicago. The life-work of Dr. Carus has been one of reconciliation, and in his present work his appeal is to all mankind. Of the old religions his effort is to make prominent all that is good and true, to purify their faith by rejecting superstitious and irrational elements, and to discard their errors. His mission is a task—a superhuman task, we are afraid; and yet he labours away at it, and deserves the commendation of our best thinkers. His "Religion of Science" is sure to be read with zest by all lovers of truth within the churches and without.

THE PSYCHOLOGY OF ATTENTION, by Prof. Ribot, of the Collège de France, and published by the Open Court Publishing Co., Chicago. The teacher who desires to have in his library the best of professional books will not fail to procure this volume. What are the causes of inattention in school will be all the better emphasized in the teacher's mind by his studying the fundamental principles of attention as they are to be found in M. Ribot's chapters on spontaneous or natural attention, voluntary or artificial attention, and the morbid states of attention. The book can be secured for twenty-five cents.

THE PROGRESSIVE SPELLER, by F. P. Sever, and published by the Messrs. D. C. Heath & Co. THE LABORATORY GUIDE, by Mr. G. W. Benton, A.M., is also published by the Messrs. Heath. The latter is filled to overflowing with the most instructive of experiments, and is just the help the teacher of chemistry wants in his classes.

Among the many interesting articles in the *Atlantic Monthly* for July there is one which will especially attract the attention of all interested in education, "The Scope of the Normal School," by M.V. O'Shea, of the State Normal School at Mankato, Minnesota. In this able paper is told the history of the Normal School in the United States, comparing its methods with those of European countries. "The End of To-toni's" is a sketch of some interest, giving incidentally an account of the social side of Parisian literary life in this century. "Behind Hymettus," telling of Greece as it now is, by J. Irving Manatt, and Frank Bolles' series of articles on Nova Scotia, are continued.

The Cyclopedic Review of Current History, published by Garretson, Cox & Co., of Buffalo, N.Y., gives in a concise and readable form the History of the World for the first quarter of the year 1894. To those who wish to keep *au fait* with the doings of the world at large the *Review* cannot help being welcome. The *Scientific American* continues to give each week practical information on all matters scientific. Its record of inventions is one of the most extensive published.

ENGLISH HISTORY FOR AMERICAN READERS, by T. W. Higginson, and published by Longmans, Green & Co., New York, has a very laudable object in view. The name of the book, as the author says, is based on the fact that it is not the practice of American readers, old or young, to give to English history more than a very limited

portion of their hours of study. This work, which introduces the student in a very pleasant manner to the history of England, from the earliest times, ought to do a great deal to overcome this defect. In addition there is given a list of useful books for consultation. The book itself has an attractive appearance.

MATHEMATICS FOR COMMON SCHOOLS, by John H. Walsh, and published by D. C. Heath & Co., Boston, is a one-book Arithmetic in three parts. These parts are published separately. Part I. is an *Elementary Arithmetic*, and takes the pupil as far as fractions. Part II. is an *Intermediate Arithmetic*, treats fully of common and decimal fractions, of compound numbers, and of the simpler and more practical parts of percentage and interest. Besides this, there is a short chapter on algebraic equations of one unknown quantity. Part III. is a *Higher Arithmetic*, and completes the course. It treats also of algebraic equations and elementary geometry. This work is a valuable acquisition to the small number of good mathematical text-books. Its being in three parts makes it a most serviceable book for graded schools.

Messrs. E. L. Kellogg & Co., New York, have kindly sent us three very neat little volumes for teachers. In **ELEMENTARY PSYCHOLOGY**, by Amos M. Kellogg, the processes by which we know are exhibited by employing familiar examples and illustrations. It proposes Psychology by self-observation and experiment. The student who masters thoroughly this little book will be prepared for a more detailed study of the science. **OUTLINES OF HERBART'S PEDAGOGICS**, by Ossian H. Lang, is full of good things for students of education, and will be welcomed by all who care for an insight into the ideas and methods of the founder of scientific pedagogics. **A CLASS IN GEOMETRY**, by George Iles, shows how pupils may be *interested* in Geometry, by leading them to observe the common things around them, and to consider the laws of form and space binding all these together. The low price of these little books places them within the reach of all.

THE FIRST PRINCIPLES OF AGRICULTURE, by James Mills, M.A., and Thomas Shaw, and published by the J. E. Bryant Co., Toronto, is a most admirable text-book of instruction in a study that is perhaps too much neglected. The book is well arranged and otherwise well gotten up, although published at a very moderate price.

CÆSAR, DE BELLO GALLICO, BKS. III. AND IV., by J. C. Robertson, B.A., and published by W. J. Gage & Co., Toronto, is one of the latest additions to the Series of High School Classics issued by these gentlemen. The work keeps up the high reputation of the series, and contains, besides the text, notes, maps, exercises on translation at sight and on re-translation, and a vocabulary of the words found in the text.

THE MÛLTUM IN PARVO ATLAS OF THE WORLD, published by W. & A. K. Johnston, Edinburgh and London, is an exceedingly handy

little book, containing nearly one hundred maps, with a geographical index, and all the general information required about the world and its divisions. It is compact, hence not expensive.

FIRST STEPS IN ALGEBRA, by G. A. Wentworth, A. M., and published by Ginn & Co., Boston. In this elementary work on Algebra the pupil is introduced to the subject gradually and easily. The difficulties are smoothed out, and great care is given to the explanations of the fundamental operations and rules. The examples are selected to suit the pupils for whom the book is written. Messrs. Ginn & Co. are doing a great work in the publication of text-books for schools and colleges.

Messrs. Houghton, Mifflin & Co., Boston, continue to place within the reach of all, by means of their *Riverside Literature Series*, good literature of all kinds. They have just issued another number of the series, containing the first five chapters of a new History of the United States by John Fiske, with auxiliary matter by Frank A. Hill. The complete book will be ready this month.

TEACHERS' NORMAL INSTITUTES, 1894.

INVERNESS AND LACHUTE, JULY 3 TO 6.

NEW RICHMOND AND SHAWVILLE, JULY 10 TO 13.

Dr. Robins and Mr. G. W. Parmelee will lecture at Inverness and New Richmond, Dr. Harper and Prof. A. W. Kneeland at Lachute and Shawville. Inspector McOuat will give four lectures on The Reading Lesson, and Mr. N. T. Truell four on Arithmetic, at Lachute.

SYNOPSIS OF WORK OF DR. ROBINS AT INVERNESS, 3RD TO 6TH, INCLUSIVE, AND AT NEW RICHMOND, 10TH TO 13TH.

TIME.—One hour a day for School Organization and Discipline.

One hour a day for Arithmetic and Mensuration.

One hour a day for Discussion of School Difficulties in common with Mr. Parmelee.

SCHOOL ORGANIZATION—Tuesday and Wednesday.

- (a) Its aim. Limit Tables. What is possible in school life?
- (b) In relation to place. School-rooms and play-grounds. What is necessary and desirable in arrangement and in furnishing?
- (c) In relation to time. How shall the pupil's time and how shall the teacher's time be expended? The double time-table.
- (d) In relation to pupils. Classification; its advantages, its disadvantages, its kinds, its base, its limitations.
- (e) School records; roll of attendance, records of conduct, of recitations, of examinations and of progress.

SCHOOL DISCIPLINE—Thursday and Friday.

- (a) Its nature and aim.
- (b) Outside aids to discipline ; co-operation of parents and public opinion.
- (c) Discipline within the school.
 - The teacher ; his character and his manner.
 - Pupils as subjects and supporters of discipline.
 - School work as aiding discipline.
 - School regulations.
 - The habit of obedience.
 - Rewards and punishments.

It is requested that, in preparation for this course of lectures, teachers who purpose to attend these Institutes will

- 1st. Carefully consider the heads of discourse here submitted ;
- 2nd. Consider where in the scheme each topic germane to the subject should fall ;
- 3rd. Determine what subdivisions of the general heads are advisable ; and
- 4th. See what light is cast on the topics discussed ; first, by their experience, and secondly, by their reading.

ARITHMETIC—Tuesday and Wednesday.

- (a) Arithmetical Rules in general ; their nature and the order and manner of teaching them.
- (b) What to teach and how to teach it, in Notation and Numeration, Addition, Subtraction, Multiplication, Division, Greatest Common Measure and Least Common Multiple.

To prepare for the lectures on Arithmetic, teachers are requested

- 1st. To reconsider the grounds on which methods to which they have been accustomed are based ;
- 2nd. To consider what principles, if any, underlie in common all arithmetical rules ;
- 3rd. To invent and explain other and in some cases possibly better methods of procedure than those in vogue ;
- 4th. To re-examine the order of procedure to which they have been accustomed in teaching arithmetical rules, with a view to confirming or altering their mode of procedure.

MENSURATION—Thursday and Friday. The measurement

- (a) of angles.
- (b) of accessible and of inaccessible lines.
- (c) of the circumference of circles.
- (d) of the rectangle.
- (e) of the parallelogram.
- (f) of the triangle.
- (g) of the circle.

- (h) of the volume and surface of the right rectangular prism.
- (i) of any prism, including cylinders.
- (j) of any pyramid, including cones.
- (k) of the sphere.

In preparation for the lectures on Mensuration, teachers are asked to consider the truth of the following propositions, and carefully examine the way in which their minds are convinced of and see their truth:—

1st. He who walks around the outline of any closed figure which is at no point concave, faces successively every point of the horizon; *i.e.*, he turns through four right angles.

2nd. Triangles which are equiangular to one another, have the sides which are opposite equal angles, proportional.

3rd. The area of a rectangle contains the square of the unit of length, employed in measuring its sides, as often as there are units in the product of the numbers representing the lengths of two conterminous sides.

4th. The volume of a right rectangular prism contains the cube of the unit of length, employed in measuring its sides, as often as there are units in the product of the numbers representing the lengths of three conterminous sides.

5th. If any two solid figures stand on any plane surface, and if their sections made by planes parallel to that on which they stand, be equal at all heights, the solids are equal in volume.

6th. A triangular or a rectangular prism may be divided into three equal pyramids, of which at least one shall have the same base and height as the prism.

Mr. Parmelee will lecture upon *The Art of Teaching*, with special reference to questioning, and general class methods; school law and regulations which affect the teacher directly; methods of teaching English and Geography. Those who purpose attending the Institutes should prepare themselves by consulting critically any standard work upon these subjects.

Dr. Harper's lectures at the Lachute and Shawville Institutes will refer particularly to the management of an ordinary country school, such as is to be found in the province of Quebec, with special consideration of the social environment and its difficulties. The question of child-training—physical, mental and moral—will be discussed in these lectures under the heading of "school drill,"—class drill, vocal drill, mind drill, language drill, and the drill of the moral functions of the child. The student-teachers are requested to study Baldwin's "School Management" beforehand.

Professor Kneeland proposes to lecture on English and Geography as follows:—

TUESDAY, FIRST HOUR—ENGLISH.

The Sentence; (a) its place in the study, (b) its composition, (c) general discussion.

TUESDAY, SECOND HOUR—GEOGRAPHY.

The Map ; (a) map-making, (b) its proper use, (c) problems.

WEDNESDAY, FIRST HOUR—ENGLISH.

The Proposition ; (a) its structure, (b) its varieties, (c) its connectives.

WEDNESDAY, SECOND HOUR—GEOGRAPHY.

Land Phenomena ; (a) table-lands and mountains, (b) lowland plains, (c) causes determining natural products.

THURSDAY, FIRST HOUR—ENGLISH.

Practical exercises on the work of Wednesday.

THURSDAY, SECOND HOUR—GEOGRAPHY.

Currents ; (a) of air, (b) of water, (c) special study of the tides.

FRIDAY, FIRST HOUR—ENGLISH.

The Word ; (a) its place in the study, (b) its classes, (c) its relations in the proposition.

FRIDAY, SECOND HOUR—GEOGRAPHY.

Climate ; (a) influences determining, (b) special discussion of the climate of localities, (c) general discussion.

N.B.—It is proposed to utilize the hour from 11 to 12 A.M., daily, for a general discussion of difficulties. Teachers and others about to attend the Institutes are requested to come prepared by reading up the topics, to discuss the subjects intelligently.

Official Department.

DEPARTMENT OF PUBLIC INSTRUCTION,
QUEBEC, May 11th, 1894.

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

Present : R. W. Heneker, Esq., D.C.L., LL.D., in the chair ; The Honorable Gédéon Ouimet, D.C.L. ; Sir William Dawson, C.M.G., LL.D. ; The Venerable Archdeacon Lindsay, M.A. ; George L. Masten, Esq. ; The Reverend W. I. Shaw, LL.D. ; Professor A. W. Kneeland, M.A. ; The Reverend A. T. Love, B.A. ; The Right Reverend A. Hunter Dunn, D.D. ; E. J. Hemming, Esq., D.C.L., Q.C. ; The Very Reverend Dean Norman, D.D. ; The Reverend G. Cornish, LL.D. ; The Reverend Elson I. Rexford, B.A. ; S. P. Robins, Esq., LL.D.

The minutes of the last meeting were read and confirmed.

The Inspector of Superior Schools read his interim report, and the list of the deputy-examiners as submitted by him was approved,

the Chairman being authorized to fill vacancies that may occur before the examination. The report was received and discussed. It was resolved that the Inspector's report be sent to the Chairman through the Secretary at least seven days before the date of the meeting, at which they are presented by the Inspector.

Correspondence submitted by the Secretary :—

1. From Mr. W. J. Simpson, M.P.P., asking permission to appear before the Protestant Committee to discuss the matter of an increase of salary for Inspector McOuat, and one of later date stating that he might be unable to attend, but that he warmly approved of any steps that might be taken to adjust Mr. McOuat's salary in accordance with the original recommendation of the Protestant Committee.

After discussion a sub-committee consisting of the Chairman, Sir William Dawson, the Lord Bishop of Quebec, and the Reverend E. I. Rexford was appointed to wait upon the Honorable the Premier and the Honorable the Provincial Secretary to urge the immediate settlement of the matters in regard to salaries which have been so long pending.

2. From Mr. N. T. Truell, applying for a first class academy diploma.

In view of the satisfactory documents presented the Committee recommended that a first class academy diploma be granted in virtue of regulation 56.

3. Communication concerning manual training.

Moved by the Rev. Dr. Shaw, seconded by the Venerable Archdeacon Lindsay, and resolved : "That we hereby acknowledge the receipt of the communication from the Secretary of the National Woman's Association of Canada relative to manual training, and we assure the Association of our sympathy with the object in view, and have pleasure in stating that much is being done in Manual Training in the Protestant Schools of Quebec, and that the subject is at present engaging the special attention of the Protestant Committee of the Council of Public Instruction with a view to extending the benefits of Manual Training in our schools."

Moved by Dr. Hemming, seconded by Dean Norman, and resolved : "That a representative sub-committee be named to take into consideration the whole question of grants by this Committee in aid of Superior Education, more particularly with reference to :—

1. The principle that should govern this Committee in awarding such grants so as to promote the general diffusion of Superior Education, and to that end whether it is desirable that the grant should be awarded solely to those having control of such institutions, or to the teachers therein, or to deserving scholars in the shape of scholarships or bursaries, or to all three combined.

2. The conditions on which such grants should be made, such as the permanency of the institution benefited, its location, buildings, organization and curriculum.

3. The means to be adopted to ensure that the grant shall be applied in accordance with the intention of this Committee.

4. The distribution of the same as between the different grades of Superior Education.

5. Whether such grants should be continued when any institution shall have become self-supporting; and generally such other matters in connection therewith as the sub-committee may consider desirable, and to report to this Committee at its next session."

Moved by Dr. Hemming, seconded by Archdeacon Lindsay, and resolved: "That the sub-committee on grants under Dr. Hemming's motion be constituted as follows: Dr. Heneker, Sir William Dawson, Dean Norman, Dr. Shaw, Reverend E. I. Rexford, Mr. G. L. Masten, Archdeacon Lindsay, Dr. E. J. Hemming and Reverend A. T. Love."

It was agreed that the Reverend Principal Shaw, The Reverend E. I. Rexford, and the Reverend A. T. Love, be the three elected members of the sub-committee on the distribution of grants in September; the Chairman and the delegate from the Protestant Teachers' Association being *ex-officio* members.

Inspectors Parker, Taylor and Hewton, Mr. Robert M. Harper and the Reverend T. Z. Lefebvre were appointed to assist the Inspector of Superior Schools in the examination of the June papers. In view of the short time in which the work must be done, it was agreed to pay forty dollars from contingencies in order to secure the services of an additional examiner this year. The Secretary was instructed to make the necessary arrangements.

The Secretary made an interim report upon the EDUCATIONAL RECORD. The Chairman, the Quebec members, the Reverend E. I. Rexford were appointed to confer with him and to consider the future of the RECORD and to report at the September or November meeting.

The report of the sub-committee on text-books, and revision of the list was read by Professor Kneeland, and adopted.

The Dean of Quebec made a verbal report upon the examination questions and results of the examination furnished by Dr. Robins, in connection with the sessional examinations of the Normal School for the conferring of elementary and model school diplomas.

He stated that both questions and results were excellent, but that in his opinion, the standard in Latin was lower in proportion than the rest of the work. Dr. Robins, in explanation, admitted this statement to be correct, but said that the Normal School authorities purposed to introduce Latin into the last term of the first as well as the second year, with pupils selected at the Christmas examination, which change will, it is hoped, raise the standard in classics.

The following appendix to the report presented by the Dean of Quebec at the last meeting of the Committee was read and placed on file: "It further appears to your committee desirable to occupy a part of the month of June in the preparation of school exercises,

covering the more important branches of school work done in the former part of the session, such exercises to be of a character determined by regulations to be issued by the Protestant Committee of the Council of Public Instruction, and adapted for permanent preservation as a record, both of the progress of the individual pupil and of the nature of the work done in the school."

The Chairman, Sir William Dawson and the Lord Bishop of Quebec having withdrawn to interview the Government, Principal Shaw took the chair.

It was then moved by Dr. Robins, seconded by Professor Kneeland: "That this Committee desires to commend to the careful consideration of the University Board of Examiners the representations of the Executive Committee of the Provincial Association of Protestant Teachers concerning the text-books in French prescribed for the A.A. Examination as reported from the said Committee hereto annexed." Carried.

The deputation having returned reported that it had been courteously received and that the Honorable the Premier had requested that Mr. Parmelee call upon him on Saturday, the 13th instant, to give him further information in reference to the various questions which had been presented. The Secretary was instructed to act accordingly.

It was then moved by Dr. Shaw, seconded by Reverend Mr. Love, and resolved: "That this Committee hereby recommends that in order to adjust the salary of Inspector McOuat his salary be fixed at \$1,200 for the current year, and at \$1,000 for subsequent years: (2) That the salary of Mr. Paxman be raised to \$1,000 per annum to take effect from July 1893: (3) That the salary of Inspector Parker be fixed at \$1,000 and his district extended as recommended."

The following financial statement of the Committee was submitted by the Secretary, examined and found correct:—

Financial statement of the Protestant Committee of the Council of Public Instruction:—

Receipts.

Feb, 23, 1894.	Balance on hand as per bank book.....	\$2,865 50
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Expenditure.

Feb. 26, 1894.	Salary of Inspector of Public Schools.....	125 00
do.	Salary of Secretary.....	62 50
Mar. 2, 1894.	T. J. Moore & Co., printing Marriage L. report.....	51 00
do.	Travelling expenses Inspector Superior Schools.....	300 00
May 11, 1894.	Balance.....	2,327 00
		\$2,865 50

NOTE.

Contingent Fund debit balance.....	\$2,037 44
Outstanding cheque.....	300 00
Balance.....	2,327 00
Bank balance.....	2,627 00

R. W. H.

There being no further business the Committee adjourned until Friday, September 28th, or earlier on the call of Chairman.

G. W. PARMELEE, *Secretary.*

NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, under date March 20th, 1894, to appoint a school commissioner for the municipality of Cloridorme, county Gaspé, and one for Notre Dame du Rosaire, county Montmagny.

April 9th.—To appoint a school commissioner for the municipality of St. Tite des Caps, county Montmorency.

April 5th.—By order in council :—To detach from the municipality of Bristol, county of Pontiac, N. E. $\frac{1}{2}$ of lots 9 and 10, N. W. $\frac{1}{2}$ E. $\frac{1}{4}$ and S. W. $\frac{1}{4}$ lot 8, of range eleven; lots 8 and 9 and S. $\frac{1}{2}$ lots 6 and 7, of range twelve, and annex them for school purposes to the municipality of Onslow North, same county.

April 18th.—To erect a distinct school municipality under the name of "Village of Hébertville."

April 28th.—To erect a school municipality under the name of "Village of St. Pierre aux Licus."

April 23rd.—To appoint Mr. Mathew Geraghty, school commissioner for the municipality of Maun, county Bonaventure, and Mr. Charles Whitehar, school commissioner for the municipality of the village of Roch Island, county Stanstead.

April 28th.—By order in council :—To detach from the school municipality of Tingwick, county of Arthabaska, lots Nos. 21, 22, and 23, of the 5th and 6th ranges, Nos. 21, 22, 23 and 24, of the 4th range, and Nos. 21 and 22, of the 3rd, of the township of Tingwick, and annex them to the school municipality of "Chenier," in the same county, for school purposes.

May 12th.—To erect a school municipality under the name of "St. Edmond, county Maskinonge."