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THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC

THE MEDIUM THROUGH WHICH THE PROTESTANT COMMITTEE OF THE COUNCIL OF
PUBLIC INSTRUCTION COMMUNICATES ITS PROCEEDINGS
AND OFFICIAL ANNOUNCEMENTS.

Editor, - - - J. M. HARPER.

Editor of Official Department, Rev. E. I. REXFORD

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Montreal:

DAWSON BROTHERS, Publishers.

1887.

MCGILL NORMAL SCHOOL

32 BELMONT STREET, MONTREAL.

THIS Institution, under the joint control of the Honorable the Superintendent of Public Instruction for the Province of Quebec and the Corporation of McGill University, is intended to give a thorough training to Protestant teachers.

The complete course extends over a period of three annual sessions of nine months each—an Elementary School Diploma being obtained at the close of the first session, a Model School Diploma at the close of the second, and an Academy Diploma at the close of the third. All these Diplomas are valid as authorizations to teach in any part of the Province of Quebec, without limitation of time.

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The next session of the School opens September 1st, 1886. Names of candidates will be enrolled on the 1st and 2nd days of the month, examinations will be held on the 3rd, successful candidates will be received and lectures will commence on the 4th.

Forms of application, to be partially filled at the places of residence of candidates, and copies of the Prospectus of the School, may be obtained by application to the Principal, Dr. Robins. When issued, the Prospectus of the School for 1886 will be sent to every Protestant minister of Quebec, as far as addresses are attainable.

THE
EDUCATIONAL RECORD
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FEBRUARY, 1887.

VOL. VII.

Articles: Original and Selected.

THE NEW EDUCATION DEFINED AND ILLUSTRATED.

BY THE EDITOR.

There is a presumption in the term, the New Education, which only disappears after we have passed the whole question of educational reform through the crucible of a rigid logical examination. As in the definition of any science by means of a few words, so in a formal definition of the science of education, we may lose in perspicuity what may be gained by conciseness, and hence there may be some excuse for us in adopting the Socratic method while trying to find out what the New Education is by inquiring into what it is not.

"What is knowledge?" is the question which Socrates is represented by Plato as having proposed on one occasion to the young Theætetus.

"Knowledge is what one learns from his teacher," was the unthinking answer of the impulsive youth. "For example, geometry and arithmetic; and there are other kinds of knowledge, such as shoemaking, carpentering and the like."

"And had I asked you what is clay" said Socrates, "instead of saying 'clay is moistened earth,' you would have said, in the spirit of your answer concerning knowledge, there is one clay of image making, another of potters, another of oven-makers. Take courage and try again."

"Knowledge is sense-perception," answered the young man, in his second attempt to satisfy the philosophic querist, and as if by chance, stumbling upon a principle which was only then dawning upon the realm of philosophy.

"That is the theory of Protagoras," replied Socrates, "though he has another way of expressing it when he says, 'Man is the measure of all things,' and yet with the same wind blowing in our faces, one of us may be hot and the other cold. Is perception not sometimes false? Is there not a sense in which we can think that which we do not know to be that which we know?"

"Knowledge is true opinion," said Theætetus, trying again.

But Socrates, guiding the argument towards its logical issue, showed his young friend how there may be true opinion without certain knowledge.

Theætetus then offered a definition which he had heard, "knowledge is true opinion, accompanied by definition or explanation," and here the argument, in the hands of Socrates, reaches a vanishing point, as it is wont to do in many of the most interesting of Plato's dialogues. In the same spirit, though, let us hope, with a more definite result, let us ask, "what is education?"

The first authority we may summon to our counsels is Joseph Addison. In one of the most popular extracts from his writings we find the following:—"I consider a human soul without education like marble in the quarry, which shows none of its inherent beauties until the skill of the polisher fetches out the colours, makes the surface shine, and discovers every ornamental cloud, spot and vein that runs through the body of it. Aristotle," continues Addison, "tells us that a statue lies hid in a block of marble, and that the art of a statuary only clears away the superfluous matter and removes the rubbish. The figure is in the stone, and the sculptor only finds it. What sculpture is to a block of marble, education is to a human soul."

Now, in this illustration, which has often been much admired, we have a very different view of education from that which Socrates gives us when he compares his own occupation of teacher with that of his mother. First, there is some misrepresentation of the statuary's art, which, as a matter of fact, troubles itself very little with the clouds, spots and veins in the marble. Second, the statue is not in the marble, but in the

artists' conception, which seeks an objectivity, a reality, in the statue. Third, the statuary's art and the art of education have little in common. In support of the first objection, it need only be said that the ancient Greeks were accustomed to paint these statues, and hence there was no necessity for them to make ornaments of every cloud, spot and vein in the marble; and all will agree that the modern sculptor, after he has exercised a somewhat commercial spirit in picking out a sound piece of marble, is not likely to be turned from his original conception by any of the clouds, veins or spots in it. If he finds the piece of marble he has selected to be defective, he throws it aside and takes up a second piece, and surely no one would justify the teacher who would think of following his example in this respect.

In the second assertion there is a dilemma. If the statue lies hidden in the unhewn marble, it is in the amorphous form of molecules of carbonate of lime cohering in a mass, and if this is to be called a statue, then the term statue may be taken to represent the abstract notion of cohesion under all circumstances. The future development of the man, as we all know, lies in the germ of the child's mind, and surely no one would care to maintain a comparison between amorphous dead matter and mental activities capable of growth. But the statue, which, as everybody will readily confess, is not a mere conglomerate of lime, but a conception realized, is not in the virgin block of marble; it is in the sculptor's mind. And here we have the second horn of the dilemma, for no one would be so foolish as to say that the future of the child as an intelligent being, when the process of training begins, lies within the ken of teacher or parent, as the statue lies within the statuary's conception before he touches the marble with his chisel. The teacher, in his dealings with the child, may have to turn out of his course on account of some peculiarity of disposition, some mental defect or excellence, which appears as the process of training proceeds. Not so in the case of the sculptor. The whole responsibility of hewing out a good, bad, or indifferent statue lies with the statuary. With him, an excellent statue proves a skilful artist, a bad statue, an unskilful artist. But who will persevere in saying that a like responsibility rests upon parent or teacher? It is true that the parent is often blamed for the waywardness of a son, and for

his evil courses afterwards, just as the teacher is often blamed for the ignorance of a pupil, and his subsequent failure as a man. And sometimes the system under which the child or pupil was trained, is justly condemned in after years, but such condemnation can never be as unerring as the condemnation of the sculptor who bungles his work.

In this comparison, instituted between the mind in its incipient stage and a block of marble in the quarry, we have a glimpse of the *tabula rasa* theory of John Locke, who looked upon the infant's mind as a blank organism, something like a clean sheet of paper, on which impressions are made as the consciousness of the child takes shape. And had such a theory been safely established by the sensational school of philosophy, the beauty of Addison's simile would certainly have been enhanced by its truthfulness. But even Locke had to confess to an innate activity in the mind. In a word, the impressions made upon a block of marble by the statuary's chisel are in no way identical with the impressions made upon a child's mind by a process of education. The latter impressions, in their co-ordination, form an experience, and an experience implies an activity on the part of the recipient of the impressions, an activity which promotes co-ordination, whereas the block of marble is one of the most striking emblems of passivity. Perhaps the nearest approach to a valid comparison between a statue and a matured mind, would be to say, that just as the artist finds in marble certain properties which he turns to account, so the teacher turns to account the capacities and characteristics which he finds in his pupils. This was evidently the simple idea in Addison's mind when he elaborated his simile. But that is as far as it is safe to go, inasmuch as the sculptor turns the properties of marble to account in the perfection of his *art*, while the skilful teacher turns whatever he finds in the child's nature to the improvement of the *child's capacities and active powers*. He sets the mind in action by means of its own activity, and guides it to its own adornment.

In corroboration of the third statement, that the art of education has little in common with the art of sculpture, an example may be given by means of which the process of education may be seen going on when the mental activity is at its weakest.

The case is one of the most remarkable in the whole history of education. The story is told as follows by Dr. Henry Calderwood, in his volume on the relations between Mind and Brain.

In her second year, Laura Bridgman, while suffering under scarlet fever, became blind and deaf, and was also in great measure deprived of smell and taste. Her exercise of intelligence in acquisition of knowledge of the outer world, depended exclusively on the sense of touch. When Dr. Howe, her instructor, found her, she was seven years of age, having been born in 1829, and was a "lively girl," living in a village in the mountains. He made arrangements for taking her to Boston, received her into his own house and began the arduous task of instruction. She, for her part, labored most diligently, and, after having continued her studies for fully twenty years, was able to converse "readily and rapidly" by signs, to read books in raised character, to find any chapter and verse in Scripture, to keep a diary, and to write letters to her friends. The early stages of her education involved the following methods. Dr. Howe took such articles as a pen, a pin, a key, and a spoon,—restricting names to monosyllables; the articles were laid on the table, that she might feel them; she was then made to feel the doctor's finger as he formed the letters for "pen," according to the manual alphabet; and this was repeated until she grew familiar with the signs, and associated them with the things. Next, the printed characters were cut out and pasted on the articles, and thereafter, single characters were cut, and she was set to arrange them in proper order, afterwards placing the name on the appropriate article, in order to test accuracy. She became conscious that she was making out the names "pen" and "pin." The smile of satisfaction passed over her face, and Dr. Howe could say "I now felt that the first step had been taken successfully, and that this was the only really difficult one." The lessons were extended to embrace a larger number of objects; the numerals were learned, with marks of punctuation and interrogation. She became so deeply interested that "she worked eagerly and incessantly;" at times she was "too radiant with delight to be able to conceal her emotions." She carried on the exercise when alone, repeating over and over again the same word. While so engaged, she was seen to detect her blunders; turning her head a little to the

side with a smile, she gave her right hand a slap with the left hand, as her teacher was in the habit of doing. As a stage in advance, types were made for her which could be fitted into openings in a board, leaving only the characters above the surface. With these she soon became familiar and she began to arrange them rapidly. Thereafter she became equally well acquainted with the same forms raised on the surface of paper and she was able to read printing as prepared for the blind.

During the earlier stages of this educational process, the child was only imitating, without recognizing any intelligent end to be served, but from the moment she began to understand what was being done, she began the use of written language. The poor child had sat in mute amazement, and patiently imitated everything that was done. But at last, the truth began to flash upon her; her intellect began to work; she perceived that there was a way by which she could herself make up a sign of anything that was in her own mind; it was no longer a dog or a parrot; it was an immortal spirit seizing upon a new link of union with other spirits. It was almost possible to fix upon the moment when this truth dawned upon her mind, and spread its light to her countenance.

Very fitly also does Dr. Howe express the ground of confidence he had in persevering with a task so puzzling, and so full of suggestions of hopefulness. "Without the belief and indeed the certainty, that the mind of Laura was endowed with some attributes, which the most highly gifted brutes utterly lack, I should not have attempted to bring her out of her mental darkness into light, any more than I should have attempted to bring out the mind of my dog Bruno, which seemed to know as much as Laura did at first, and which I loved and prized almost as much as if he had been human."

In this celebrated case of Laura Bridgman, there is the record of educational progress in face of difficulties which seem at first almost insurmountable. It may be taken as an example of the New Education in embryo—the imitative faculty, excited through the activity of but one of the senses, and yet leading to mental development. And well may it be asked, while thus looking at education in its most elementary form, what there is in common between this process and that of statuary? We can see the same process at work in our institutions for the blind and the deaf and

dumb, but more particularly in the Joseph McKay Institution of Montreal. To this latter institution, there are admitted pupils who, though dumb, have no defect in their vocal organs, and in a very short time, by the law of imitation, they are taught to speak articulately. The effect, to one who has never seen it before, is simply marvellous, and though it is difficult to say how far the mere articulation of words leads to mental development, it were well that all our elementary teachers could be induced to use such a natural method in teaching as is being adopted in the above institution.

Education, at least the New Education, is not to a human soul what sculpture is to a block of marble. Knowledge is power; education is a force. Knowledge is potential or possible energy; education is the element, acting as gravity acts on things terrestrial, which makes it kinetic or active. Knowledge is the food of the mind; education is the juice acting upon that food for purposes of mental digestion and assimilation. Knowledge is the stock-in-trade with which the mind starts business; education in the activity of those business principles which increases the stock and thus extends the commercial influence of the firm. Knowledge is ecstatic in enjoyment, but it is education that promotes the ecstasy. Its ambitions soar beyond this world, but, without education, their wings are clipped. By means of education, knowledge becomes perennial in its growth; without it, it is a plant matured at its birth. In truth, education is to knowledge, what the light and heat of the sun is to the flower. The plant in the germ state has laid up within it vegetable energy which may lie in the potential state for thousands of years, but once let the rays of the sun, under favouring circumstances, play around it, and the visible growth of the plant very soon indicates the energy, which was once only a possibility, in active operation. And so it is with the mind, with its stock of knowledge intuitive or acquired. In that knowledge lies the possibility of a full grown mind. It may lie long as a dead weight, an ornament to the memory perhaps, but of no real benefit to the mental activities. But once let that knowledge be acted upon by the principles of a beneficent system of education, and at once the mind will assume new phases, and continue to develop to those limits by which the Creator has bounded it.

Education, then, is no statuary's chisel. It does not destroy in order to beautify. It does not cut out; it builds up. It does not repress in order to improve, it improves in order to repress. The sculptor removes the rubbish and cleans away the superfluous matter in order to reach his statue, says Aristotle. But whatever rubbish or superfluous matter education finds in the mind, it takes possession of it, and by a psychical process, of which we know as little as we do of the first life movement, it brings forth the beauty of knowledge out of the rut of ignorance. Ignorance is as much false perception as lack of knowledge, and in this sense, and this sense only, the *false* is an undeveloped *true*, just as in morals, the *evil* is undeveloped *good*. Let the *false* in man's mind be acted upon by the full intelligence of an active mind, started into activity by a healthy process of education, and let the *evil* there is in man's heart be acted upon by the warmth of the true Christianity, and by the purifying faith in a future life, the false will become true, the evil, good, and the whole man will be elevated to that plane of intellectual holiness, on which alone can rest the civilization which is a harmony. When these elements are thus blended in one being, nature may truly stand up, and say to all the world—*This is a man*.

Editorial Notes and Comments.

—It is pleasant for all interested in the educational advancement of our Province to take note of the fact that many of the school districts are beginning to realize the advantages to be derived from having a good school building in their midst. Within the past year or two, several new school buildings have been erected in various parts of the Province, and the example is well worthy the attention of those districts that have not yet taken steps to make their schools all that they ought to be, as far as the bodily comfort of the pupils and teacher is concerned. It is hardly necessary to point out what a fine investment a good school building is to a community, for even those of the tax-payers who raise objections to such an expenditure of money, are fully aware of the fact that in the education of the children of the district lies the future welfare of the town or village in which they live, and

that educational progress can only be secured under conditions of physical comfort to those who are being educated. And if the common school ought to be made as comfortable a building as there is in the neighborhood on such terms as these, there is an additional advantage to be derived by the district which possesses a Model School or Academy in making its school buildings all that can be desired. Such advanced schools are, as a general thing, located in some central position, and are expected to draw from the outlying districts those pupils who desire to pursue their studies beyond the curriculum laid down for elementary schools. The special grant which such schools receive from the Superior Education Fund is awarded on the principle that they are an improvement in every respect on the elementary school; and yet this fact is very often lost sight of by several of the privileged communities in which schools of this kind have been organized, until a crisis is reached by the withdrawal of the grant. As a matter of local history, there are to be seen in not a few of the school districts in our province, periods of educational enterprise, only to be followed by longer periods of indifference and decay,—a state of affairs which would hardly exist were the rate-payers fully alive to the true interests of the community. Indeed, the injurious effect of such a fitful policy upon the children can hardly be calculated, being at all times so evident that even those who encourage it indirectly by their apathy are not unfrequently the first to deplore it. Of course, the occasion of such apathy may often be traced to the inactivity or incompetence of the teacher, yet the fact that such apathy exists even in communities where earnest teachers are laboring conscientiously to advance school interests, clearly proves that the cause of disaffection cannot be traced exclusively to the teacher. As has been said, however, there is a bright side to the question. The encouragement which has been given to our Model Schools and Academies by the Protestant Committee of the Council of Public Instruction, has not been without its beneficial results. Several districts are becoming alive to the necessity of providing themselves with new buildings supplied with many of the more modern appliances for efficient school work. One or two communities have recently erected fine new buildings and seem to feel no evil effects from the slight increase of taxa-

tion. Notably among these is the Côte St. Antoine district, in which a spacious building has been erected for the Academy there, with class-rooms arranged and furnished in the most improved style. Far up in the hilly region of Montcalm County the hardy farmers of Rawdon have subscribed liberally for the comfort of their children, having just opened a pretty little frame building in an open space near the centre of the village. The enterprising village of Waterville can now also boast of having one of the finest Model Schools in the Province, neatly furnished and heated in a manner which provides for free ventilation. And others might be mentioned, but these are sufficient to convince those districts that have as yet taken no steps to improve their school buildings, that the time for action on their part has arrived. It would be invidious to mention here the names of any of the districts whose school buildings are everything but an evidence of modern civilization. Such districts are no more blind to the necessities of the times in the matter of education than are those that have already provided in a suitable manner for the accommodation of their school population. It is all a matter of apathy, and it would be much more pleasant for all concerned were such a feeling dispelled, not from outside influences, but from a spontaneous awakening to the responsibility which rests upon them.

—When it was first proposed to hold Teacher's Institutes at the various centres of the Province during the summer months, it was felt by some that the establishing of such would possibly tend to decrease the attendance at the Normal School. This conjecture, however, has not been realized, the Normal School having been as well attended since the inception of these Institutes as in the preceding years. We are even informed that the training of teachers at the Institutes has not lessened the chance of employment to those who have successfully passed through the Normal School. Indeed, as those who are anxious to secure the services of trained teachers very well know, there is at the present moment a dearth of teachers who have Normal School diplomas,—a state of affairs very different from that which existed some years ago, when it was stated that a large proportion of those who had attended the Normal School failed to find employment as teachers. The explanation of this seeming

anomaly is difficult to find. Nor is it of so much importance to provide an explanation for what really exists, as to consider what steps the educational authorities of the Province may with safety take to increase the supply of trained teachers. The changes which have just been inaugurated by the Protestant Committee in connection with the syllabus of examination for teachers' diplomas, involve improvements which must, or at least ought to, lead to further changes in the system which has for its intention the providing of competent teachers for each and every school in the Province, and we think that the time has now arrived when steps might be taken to harmonize the Normal School curriculum of studies and the course laid down for the guidance of all candidates for teacher's diplomas. In a word, the time has come when the Protestant Committee, conjointly with the Department of Public Instruction, should assume the full responsibility of providing for the training and examination of teachers, who expect to find employment in schools subsidized by government. It would probably be no argument in favor of such an assimilation of examining powers, to say that in the other provinces of the Dominion such unification in the system of training and examining of teachers has been inaugurated with success, since by way of reply it might be said that the school system of Quebec differs materially from the school systems of the adjoining provinces. But could it be shown that all parties concerned in the results of such a consolidation were willing to accept such a change in the method of granting diplomas, there would then be no excuse for delay in bringing about the change. We are of the opinion that no interest would suffer were the Normal School brought more directly under the supervision of the Protestant Committee. A larger attendance at that institution would certainly be secured, and with the attendance at such an institution increased, it need hardly be said that the supply of trained teachers would come nearer to the satisfying of the demand, even if it would be long before it could accomplish the work of providing trained teachers for all the Protestant schools in the Province.

—Some years ago Mr. Stuart Cumberland, the so called mind-reader, visited the towns of the Dominion of Canada. During his visit to the city of Quebec, the writer of this paragraph was present at one of his *seances*. The price of admission was high

and the audience select, but alas for those who had been induced to buy tickets from the novelty of the thing, the whole exhibition proved a complete farce. In the matter of true thought-reading, Mr. Cumberland could have learned many things to his advantage from any country teacher who had given a little more than ordinary attention to the effects produced upon the body by the action of the mind. The first piece of Mr. Cumberland's programme was simply a trick with four little pieces of paper, which any school-boy would be able to perform after a few hours' practice, while his spiritualistic manifestations at the close of the performance had as much to do with thought-reading as the clever feats of legerdemain which the old wizard of the north used to perform had to do with satanic activity. Unless it were in the finding of a hidden pin by dragging the person who had hid it round the room, there was nothing of thought-reading in the whole programme. In a word, Mr. Cumberland had hit upon a new kind of entertainment, and was evidently glad to find the public so easily deceived. After the entertainment, however, the writer went up to him and asked him if the secret of his thought-reading did not lie in the mere muscular action and reaction of the person on whom he was for the moment operating, but the answer was in the negative. "It is a kind of supernatural gift which no other man in the world possesses as far as I know," said the celebrated thought reader, with all the complacency of a man in league with the power that can alone work miracles. The incident would hardly be worth recording were it not that Mr. Stuart Cumberland has at last come to terms with his conscience, and in a late number of the *Nineteenth Century*, has made a full confession of the trickery he has been for years practising upon the public. "The whole thing," he now says, "is simply an ingenious and skilled interpretation of the unconscious movements of the subject," and people are instantly ready to accept the contrite showman as one of the most profound of philosophers, although in his confession he has merely formulated that principle which every successful teacher knows so well and puts in practice every day in school—the relationship between mind and body made manifest in the face or general muscular activity of a boy who has been praised or blamed. "Mr. Cumberland's experiences are important," says an exchange, "because they

will aid in divesting those psychic tricks of the mysterious character so commonly ascribed to them, and in directing popular thought into more rational and healthy channels." It is not every man who can make a fortune by professing to be possessed of supernatural power, and at some subsequent period take rank as a metaphysician of the first water by making a confession of his sins. Mr. Cumberland perhaps does not intend that his rival, Mr. Bishop, who is now in America, shall reap such a harvest as he did when on this side of the Atlantic.

—The amount of what goes under the name of educational literature is growing every year, and as if this were not sufficient, the ordinary newspapers continue to give attention to the teacher, now and then illustrating, after their own fashion, the manner in which he ought to conduct himself and his classes. If advice were a commercial article, the teacher would soon become the richest person in the community. Perhaps, however, it is just as well that it is so cheap, or the poor teacher would find himself not unfrequently in a quandary, not knowing how much of other people's wisdom and counsel to keep and how much to throw away. We select an example for the consideration of our readers, some of whom may be able to find the golden mean which a teacher ought to set up in the matter of discipline, from the following paragraphs clipped from three of our own newspapers:—

The legality of keeping a child in school after regular hours for not learning his lessons was tested in an English law court recently, when the mother of a little boy had the head master of the school he attended before the court. The judge, in giving his decision, said that the master had no authority to impose upon the children the duty of studying at home, and that he, therefore, had no right to detain him, and he also said that in his opinion this detention amounted to an assault. As the plaintiff in the case did not wish to press it, the master was discharged on paying costs. Canadian teachers can take the lesson home.—*Guelph Mercury*.

We think Truro teachers should take notice and govern themselves accordingly. Another matter is the whipping of children. We think teachers exceed their authority and break the law when they undertake to whip a child. When they cannot

teach them without whipping them, they should send them home to their parents instead.—*Truro Sun.*

The London school board is true to British traditions; it refuses, by a vote of thirty to fifteen, to abolish flogging in the schools, but it decides that the power shall be restricted to the head-masters, who are told, in addition, that the more thoroughly qualified and skilled a teacher is, the less necessary will it be for him to resort to corporal punishment. The idea that flogging breaks the average boy's spirit, or humiliates him in such a degree as to injure him, is a modern American namby-pamby notion. Boys, as a general rule, take a flogging as they take any other punishment brought upon them by their sins, as a sort of purgation, the pain of which they should bear manfully. They take their licking as they would pay a debt, without a sense of shame or disgrace except that which is caused by the offence.—*Witness.*

Current Events.

—The school district of Kinnear's Mills has in contemplation the erection of a new model school. The plans have been prepared and tenders advertised for. The village of Kinnear's Mills is beautifully situated in a valley about six miles from Leeds. The Commissioners have secured the services of Miss Philips, who formerly had charge of D'Aiguillon Street School in the city of Quebec, and who has lately passed through a full course of training at the McGill Normal School.

—Mr. Gilbert Fergusson, who has been engaged by the Protestant Board of School Commissioners of Quebec for nearly twenty years, has resigned his position as head-master of the D'Auteuil Street School. Mr. Fergusson was originally trained as a teacher at the Edinburgh E. C. Training College, and before coming to America was engaged for a period of years in one of the leading institutions of that city. His career in this country has been a successful one, and we trust that he will be spared for many years to come to enjoy that *otium cum dignitate*, which is the teacher's reward.

—An experiment is now being made at Liverpool to acclimatise the Scotch mixed school system. For the first school of

this kind in Liverpool, a master from Scotland, with full experience of the system, has been engaged. The Liverpool Board attaches a good deal of importance to the experiment. A second school on the same plan is to be opened shortly, under a Liverpool master, who will profit by the example of the master from Scotland, and at the same time know how to adapt the system to local conditions.

—A society for the promotion of the higher education of women has been founded in Japan, under the presidentship of the Prime Minister, and with the support of various influential foreign and Japanese gentlemen. Besides regular courses of instruction which will be provided, special courses of afternoon lectures will be delivered by the professors of the university. The whole institution will be under the control of a foreign lady principal, assisted by two or more foreign lady teachers.

—The spectacle of Dr. Oliver Wendell Holmes, the Rev. Minot J. Savage, Thomas Bailey Aldrich, the Mayor of Boston, and many other distinguished men, at a mind-reading exhibition in a Boston hotel, not long ago, may mean either of two things. It may be that renewed popular interest in certain unexplained phenomena is to result in some investigations and unexpected explanations, or it may mean that all of these worthy gentlemen, keeping one another well in countenance by the strength of numbers, indulged in an unprecedented and astonishing frolic.

—Give some people a suspicion and to them it very soon becomes more important than a fact. To repeat a fact is to repeat what others may happen to know, whereas about a suspicion, which may be passed off for the time being as a fact, there is at least an air of originality. This is no doubt the origin of many of the slanderous myths with which sensational preachers and such like pamper the unthinking multitude. For example, Mr. Sam Jones, in his diatribes against every form of wickedness, speaks of our colleges in these words. "I have heard some things about them, which, if told to you would make your eyes stick out so that they could be cut off with a knife." We have heard some such nonsense uttered as this, in our own province, only to be snubbed, however, by those who ought to know everything about the habits of college students. The

Week, annoyed at Jones's generalizations, thinks it remarkable that there should be educated people who can be caught by such strokes of religious genius as this. "Mr. Sam Jones," says that journal, "seems inclined to spice his evangelical discourses with a little scandal. How much does he know about the interior of Canadian Colleges, and what business has he to be creating a rhetorical sensation by scattering vague suspicious broadcast over the character of these institutions? The religious platform is very much like other platforms, and bears very much the same relation to justice, soberness, and truth. Mr. Jones protests that his partner, Mr. Sam Small, is a perfectly reclaimed debauchee. We take Mr. Jones' word for it; but we are disposed to think that the reclaimed debauchee had better be a hearer than a teacher in the Church. Such, we imagine, would be the practical decision of any congregation which had to choose a pastor.

—Mr. John Morley has undertaken to deliver the annual address this year to the students of the London Society for the extension of University Teaching. His subject will be "The Study of Literature." Last year, the address was given by Mr. Goschen, on "Hearing, Reading, and Thinking." The meeting, which will probably take place at the Mansion House, will be on a Saturday afternoon in February.

—There was a large attendance at the regular monthly meeting of the Teachers' Association of Halifax city, which was held in the High School building, on January 12th. The discussion of Spencer's Education, laid over from last day, was continued in a lively manner. Well written and exhaustive papers were read by Mr. Burbidge, of Morris Street School, Miss Affleck, of St. Patrick's School, and Mr. Kenneth Chisholm, of Albro Street School. The next meeting will be held on the second Wednesday of February, when the teachers will begin a course in psychology. They are certainly working hard to improve themselves, and deserve praise for their efforts.

—Sir Edward Green, M.P., has promised, in commemoration of the Queen's Jubilee, to give £2,000 towards founding a scholarship in connection with the Royal College of Music, on the condition that the inhabitants of Wakefield contribute an

additional £500. Such an example is well worthy the attention of our communities in making their preparations for the celebration of the Queen's Jubilee. There are some places in Canada which have no cause to complain of the illiberality of their citizens. For instance in Montreal, at its late Carnival, there was to be seen a prodigality in the matter of providing amusement for its own people and their friends from abroad, which has led some to think that the money collected need not have been all spent in the enjoyment that lasts but for a day. It is not easy to please every body, yet the example of Mr. Green, in making arrangements with the people of Wakefield to commemorate the fiftieth year of the Queen's reign, may lead not a few of our moneyed men to consider how they may contribute towards the permanent enjoyment of the people, while subscribing to the general fund for the festivities attending the Jubilee celebration.

— Messrs. Wolff & Son have produced a pen guide for teaching and improving writing, which keeps the hand and fingers in a proper position when writing or learning to write, gives the writer great command over the pen, prevents the fingers from becoming cramped, and forms a pen-rest when not in use.

— The youngest paid teacher in the United States is (according to the *School Bulletin*) supposed to be Mary Duke, of Clanton, Ala., not yet seven years old, who has started an infant school, and charges ten cents a month for teaching children their A, B, C's.

— At the meeting of the corporation of the McGill University held on the 26th instant, resolutions of condolence were passed in reference to the decease of Rev. Dr. Wilkes, Hon. Judge Torrance and Mr. R. A. Ramsay, and notice was given of the appointment by the governors of Dr. Alexander Johnson as dean of the Faculty of Arts and vice-principal. Returns were made of the students in the several faculties as follows:—

Law.....	20
Medicine.....	228
Arts, (men).....	156
Arts, (women).....	78
Applied science.....	57
McGill Normal school.....	92
Morrin college.....	25
St. Francis college.....	16

— The report of the library showed a total number of volumes 25,705. For the last quarter, there had been 951 readers, 35 visitors. The report of the museum committee showed many important donations and improvements, and that classes numbering 180 students daily use its class rooms and collections, while there had been 1,600 visitors. Donations of \$1,000 from Mr. Redpath and of \$500 from Mr. J. H. R. Molson were announced. In the observatory, the time and meteorological observations were continued, and students were trained in the work of observing. A photoheliograph has been purchased and observations of the sun with its aid were to be commenced in spring. A report was also presented by the principal of the McGill Normal school on its condition and progress. A report was made on the new chemical laboratories, and on the munificent donation of Mr. W. C. McDonald for fitting up the laboratory for quantitative analysis at a cost of over \$2,000. These laboratories are now the best in the country. Reports were received from Morrin and St. Francis colleges, and reports of committees on the regulations of the professional councils bearing on the privileges of the university; and also on the plan for co operation with the council of public instruction in the examinations of academy pupils for the title of associate in arts. These reports were adopted and authority given to carry out their recommendations. An elaborate report to the visitor on the history of the university in the past year, prepared by the principal, was read and adopted, and will be printed with the statement of accounts.

— Bishop Pinkham, who has been recently appointed to the diocese of the Saskatchewan, has been closely identified with the religious and educational interests of the North-West almost ever since his arrival in Manitoba in 1868. He was an influential member of the first Board of Education, formed in 1871, and in the autumn of that year was made Superintendent of Education for the Province. For twelve years, he ably and faithfully discharged the duties of this position. Under his hand, the public school system of the Province was largely shaped, and received an impulse which is still felt. Very general regret was expressed when, in 1883, he resigned the office, in order to devote his time and energies more entirely to the work of the Church of which he was Archdeacon. He is still a member of the Council of the

University. In his higher elevation he will still, we doubt not, prove himself a constant and influential friend of education.

— The second regular meeting of the Teachers' Association of Montreal was held in the hall of the McGill Normal school, on Friday evening, Jan. 21st, at a quarter to eight o'clock. The President, Dr. Kelley, presided. Mr. A. W. Kneeland opened the meeting with prayer, which was followed by the reading and adoption of the minutes of the preceding meeting. After a few preliminary remarks by the President, the programme for the evening was commenced, by Mr. F. Gross favouring the audience with a flute solo. The subject for the evening, viz., Discipline, was most ably treated by Misses Carmichael and Ferguson, and Messrs. Patterson and Arthy. A discussion, both profitable and interesting ensued, which was especially so, on account of the remarks made by Rev. E. I. Rexford and Mr. Masten of Coaticooke. Miss Sargent in her song, "Across the River," afforded great pleasure to the audience, a pleasure which was continued in a selection from *Evangeline*, read by Miss Tickle. Owing to the lateness of the hour, the topics of the Literary section had to be postponed to a future meeting. After the singing of the National Anthem, the meeting adjourned until February 4th.

— A project is on foot to found a memorial scholarship to the late Dr. Jack of New Brunswick. It is proposed to open a subscription among the alumni and graduates of the university, and raise one thousand dollars. The object is a good one.

— A district not one hundred miles from St. John, N. B., advertized for a teacher. There were thirteen applicants for the position. The Secretary, on being asked how he decided on one among so many, replied, "the one we selected *enclosed a stamp.*" There is a valuable hint in this to those who will be wise enough to take it.

— On the 28th of January, the people of Quebec had the pleasure of hearing Dr. Robins of the McGill Normal School discoursing upon the subject of "Thoughts about Thinking." The lecture was an excellent one, and was duly appreciated by those who had the privilege of listening to it. Dr. Harper, Inspector of Superior Schools, delivered a lecture on "Eastern Canada," on the 15th of February, under the auspices of the Y. M. C. A. of Quebec.

— In a paper recently read by Rev. E. I. Rexford before the Teachers' Association at Montreal, we find some exceedingly suggestive remarks. Among other things, the reverend gentleman said that there is no point more generally insisted upon at the present time by the best writers on educational subjects than the necessity of professional training as a preparation for the work of teaching. The opinion is rapidly gaining ground that if teaching is not a *profession*, it should be a profession; that the teacher should be a professional man, and, as such, undergo a thorough preparatory professional training before entering upon the important work of teaching, similar to the preparatory course for other professions, and that the teacher should maintain his professional standing (1) by a systematic course of professional reading which shall keep him abreast of the best thought and methods of his profession, and (2) by careful study and preparation of each day's work.—*The California Teacher*.

Literature and Science.

“ I have said before, and I repeat it here, that if a man cannot get literary culture of the highest kind out of his Bible, and Chaucer and Shakespeare, and Milton, and Hobbes, and Bishop Berkeley, to mention only a few of our illustrious writers—I say if he cannot get it out of those writers, he cannot get it out of anything; and I would assuredly devote a very large portion of the time of every English child to the careful study of the models of English writing of such varied and wonderful kind as we possess, and what is still more important and still more neglected, the habit of using that language with precision and with force and with art. I fancy we are almost the only nation in the world who seem to think that composition comes by nature. The French attend to their own language, the German study theirs; but Englishmen do not seem to think it worth their while.”—*Huxley*.

—Professor Brown has recently been writing on manual training in schools, a subject which continues to attract the public attention. Properly imparted, says the Professor, instruction and practice in handling tools will be not only useful, but still more will be a pleasure to the boy, jaded by his ordinary school routine of lessons, and will be welcomed by him as a relief and an amusement; while the change of work, employing an entirely different set of organs, will, instead of interfering with progress in school work, render it both more efficient and more agreeable.

The exercise of one set of functions will be complementary to the other, and the individual receiving the double training will grow up with all his faculties more equally and more fully developed.

—On the authority of W. T. T. Dyer, an English botanist, a remarkable tree of South America, a *Rhapola* growing to a height of twenty feet, is said to be absolutely indestructible by fire, thriving in districts which are burned over twice a year with the annihilation of every other form of vegetable life.

—Mr. Froude's trip to Australia a couple of years ago resulted in the publication of his "Oceana," which has reached a sale of 100,000 copies. He has just started on another tour, in quest of the material for another book, this time on the wreck of the Spanish empire. He goes first to the West Indies.

—Lady Caithness has brought out a theosophist fortnightly paper in French. It takes the name of *L'Aurore, ou le Jour Nouveau*, and appeals to religious persons of all countries. The editress, repudiating the charge of theosophy being anti-Christian, calls it the wider Christianity. Her task, she says, is at once humble and great—it is to give France the moral strength which it needs. France is, in the opinion of Lady Caithness, undermined with materialism. The journal will give a synopsis of everything in the current literature of other nations, and, above all, of England, that has reference to spiritual, philosophical, and religious questions, and try to infuse a fresh current of Eastern ideas into the worn-out religions of the West.

—Philanthropy is the great factor in modern civilization, and the school, especially the teacher, must be in sympathy with the philanthropic activities of the age. There is in some quarters a timidity on the part of teachers in regard to labours for humanity, lest in some way they antagonize important officials. If the schools and their teachers are afraid to be manly, independent, whole-souled, it is a sad commentary on the times in which we live. We shall not be misunderstood as counselling any action, speech, or thought even, that is injudicious, but within the bounds of courtesy and wisdom, the teacher should have a cordial expression for the works and workers in philanthropic lines. We abhor the crank, the fanatic, and the superstitious devotee, but there remains a wide margin for the activities of the teacher, by methods that are wholesome, in efforts that are wise, for the benefit of the poor, the sick, the plague-cursed of every kind.—*New England Journal of Education*.

—The editor of a Florida paper has been shown samples of paper made from palmetto. He says that the paper is excellent, and then adds: This opens up a new industry for Florida. Who will be the first to profit by the discovery? Our supply of palmetto is inexhaustible, and at this point we have pure water and a never-failing supply. Land and water will be given to the first comer, with unrivalled transportation facilities.

—The death is announced of Baron Heine, brother of the poet Heine. He leaves a fortune of eight millions, derived from the *Fremdenblatt*, which he founded nearly half a century ago.

—Of the first volume of Mr. Blaine's book, 75,000 copies have been sold, and of the second, 50,000. His copyright has thus far amounted to 94,000 dols.

—All credit to the country school teacher! The city teacher in her well-ventilated, well-lighted-room, in a fine, large building heated by steam and cared for by a janitor, with black-boards, maps, charts, globes and other contrivances, with her carefully graded classes, may consider herself fortunate when she compares her lot with that of the country teacher, who has often a walk of a mile or two through the snow drifted country roads, with the thermometer at zero, the fire to be built by her own hands, the school-house to be cleaned, with twenty classes a day of pupils of all ages, from the tall young man of twenty years taking his last winter term of schooling, to little things just learning the alphabet with none of the modern apparatus, with perhaps no blackboard, or at best a poor one. Still she pursues her round of duties faithfully, enduring the hardships and making the best of them, and for a miserable pittance. All honor to our country teachers! They are doing a grand work which is going to count in the final estimate of our civilization. From the ranks of our country teachers have come some of our greatest men, the first pillars of our nation. We may affect to think lightly of their work as we contrast our superior advantages, but it is not too much to say that for honest, pegging effort and downright hard work, the country teacher is in no whit behind her city sister.

—There should be a certain amount of composition work from the time the child begins till he leaves the high school. This question, not only of how to speak, but how to write, is after all *the* question. The habit of expressing ideas easily and correctly is one to be insisted upon. Too many of our schools make the mistake of neglecting this work, and it is a mistake and a radical one. The amount of bad English one hears upon all sides, and from all grades of society, in the pulpit, on the rostrum, at the bar, yea, even at the teacher's desk, is something terrible, and the inability of the average man or woman to write a paper or an essay without the most agonizing struggles with the English language is equally so. Yet after all it is the direct outcome of a system which gives almost no place in the entire course for work in composition.

—Messrs. D. C. Heath & Co., of Boston, Mass., will bring out at an early date, for this and for the English market also, a work of singular interest to the educational world, and especially to those who desire to place education on a scientific basis. We refer to Antonio Rosmini Serbati's "Method in Education," translated into English by Mrs. William Gray, who is widely known in England as a leader in the move-

ment for the Higher Education of Women. The work is an admirable exposition of the method of presenting knowledge to the human mind in accordance with the natural laws of its development. The disciples of Froebel will find it not only a perfectly independent confirmation but also the true psychological estimate of the principles of Froebel's kindergarten system. We believe that this translation of the work of the great Italian thinker, which is pronounced "*facile princeps* of Italian works on pedagogy," will prove a boon to all English-speaking lovers of true education on both sides of the Atlantic.

Practical Hints and Examination Papers.

EXPERIMENTS WITHOUT APPARATUS.

Divisibility.—1. Place a little benzole or oil of turpentine in a watch glass and fire it. Hold above the flame a cold glass plate; carbon is deposited on it. That the carbon is separated into extremely minute particles is known by placing the glass over the flame for a second, and looking through it, when it is found to be dimmed. Hold over the flame another second, and look again; it is more fogged. Repeat, using camphor, crude turpentine, tallow, etc., instead of benzole or oil of turpentine. 2. Dissolve a grain of copper in nitric acid, and add a little aqua ammonia. Pour the solution into two or three quarts of water. It gives it a decided blue color. The blue solution is so finely divided that it has colored all the water. 3. To two or three quarts of a solution of salt and water (the solution should be clear, not contain too much salt), add a solution made by dissolving a piece of silver as large as the head of a pin in nitric acid. Upon shaking the two solutions together, the liquid immediately becomes milky. 4. To a quart of a one per cent. solution of sulphate of iron, copperas, add a few drops of a solution of potassium ferro-cyanide. Shake, and the whole solution becomes decidedly blue. 5. Dissolve a crystal of "aniline red" no larger than the head of a pin in a few drops of alcohol, and shake with a quart of water. The water becomes decidedly red. In the above experiments it is evident that the nitrate of copper, nitrate of silver, ferro-cyanide and aniline have been very finely divided. The teacher will be able to give many other striking experiments to illustrate divisibility chemically.

Heat and Spontaneous Combustion.—1. Place a large bullet on an anvil, and strike it with a heavy hammer. It is, of course, flattened, and it is found that the molecular motion of the particles in changing their relative positions, has produced a considerable amount of heat. Strike the bullet several sharp blows in quick succession, and it will become so hot that it cannot be handled with the unprotected hand. Strike the hammer several times against the anvil, and it will become heated. So far as can be seen, the particles have not changed their relative positions (their absolute positions have been changed by expansion). 2. Bend a piece of tough wire, about one-sixteenth of an inch in diameter, to and fro, making a sharp angle at the place of bending. It will soon become so hot that the experimenter must drop it if his hands are near the bend. 3. Mix water and sulphuric acid in a test-tube, by first filling the test-tube half full of water and then filling it to about three-fourths full with sulphuric acid. The mixture will be found to be quite hot. If a few iron

filings be put into the mixture, it will become very hot. Use a crystal of chlorate of potassium instead of the iron filings. In using the chlorate care should be taken not to use too much. Sometimes the crystals will produce so much heat that a spark may be seen under the water. 4. Place a piece about the size of a grain of wheat, each of iodine and phosphorous together, and they will soon take fire spontaneously. What made the heat? 5. Mix a little pulverized chlorate of potassium, and two or three times its bulk of fine, dry sugar, and with a pipette drop a drop of sulphuric acid upon the mixture; it will immediately take fire if well mixed. Substitute crude turpentine, gum camphor, or resin for the sugar and repeat. There are many more striking illustrations of spontaneous combustion, and almost innumerable ones of development of heat by proximity or mixture, the most familiar of which is, perhaps, heat developed by pouring water upon "quicklime."

— It is often remarked that in our schools the time is fully occupied. How, then, can the study of music be added? Teachers universally testify that fifteen or twenty minutes daily given to singing, the music lesson is not so much time lost, because the pupils will do more and better work from the life and enthusiasm awakened in them by the singing.—*American Art Journal*.

— COMMON SENSE GRAMMAR LESSON.—Select from these words the proper one to use in each sentence given: *Go, goes, went, gone*. I — there yesterday. He has — home. I saw him — home. They had — when I came. We — without you yesterday. He — there now.

— The same exercise with the words *ring, rings, rang, rung*. The teacher — the bell when the clock strikes nine. We — the bell last week. He — the bell yesterday afternoon. You have — it two years. Will you — again? They — the bell and ran away.

— State what is the error, and give the reason for your correction in the following sentences: It surpasses any text-book on the subject with which I am acquainted. (Three errors). It is one of the very best books on physiology ever published. (One error). Yours is a larger hat than John's. (Two errors). He hoped everyone had enjoyed themselves. (Two errors). One could not help coveting the privileges they enjoyed for their sisters. (Two errors). To dictate and to allow ourselves to be dictated to, became natural to the king and his ministers. (Two errors). Practical joking does not deserve condign punishment the less, because it oft succeeds in escaping it. (Three errors). There is not such another example of selfishness, to be found in the history of the modern republic. (Two errors).

— Many of our teachers are in doubt as to the best method of writing out the analysis of a passage selected from the authors mentioned in the Course of Study. We do not recommend the subjoined illustration as an example of the *best* method, but it is as neat in its style as any other, and can be read without any confusion to the examiners, whatever their own method may be. For the sake of uniformity, we desire to recommend it to the teachers of the Province as one which they should advise their pupils to adopt at the examinations in June.

The stranger viewed the shore around;
 'Twas all so close with copsewood bound,
 Nor track nor pathway might declare
 That human foot frequented there,
 Until the mountain-maiden shewed
 A clambering, unsuspected road,

That winded through the tangled screen,
And opened on a narrow green,
Where weeping birch and willow round
With their long fibres swept the ground.

Kind of sentences or clauses—

- A. The stranger viewed the shore around.... (Prin. clause.)
B. 'Twas (It was) all so close with copsewood bound..... (Prin. clause.)
C. (That) nor (neither) track nor pathway might declare..... (Subord. adv. cl. of degree.)
D. That human foot frequented there.... (Subord. noun cl. object to C.)
E. Until the mountain-maiden shewed a clambering, unsuspected road.. (Subord. adv. cl. of time.)
F. That winded through the tangled screen.... (Subord. adj. cl. to E.)
G And (that) opened on a narrow green.... (Subord. adj. cl. to E.)
H. Where weeping birch and willow round with their long fibres swept the ground.... (Subord. adj. cl. to G.)

[Note.—In the above the predicates may be underlined thus , the subjects thus , and the objects (if any) thus , as prefatory to the following form for particular analysis.]

Particular Analysis.

A.	E
Stranger..... (Subj.)	Until..... (Connective.)
the..... (Enl. of subj.)	mountain-maiden..... (Subj.)
viewed..... (Pred.)	the..... (Enl. of subj.)
around..... (Ex. of place.)	shewed..... (Pred.)
shore..... (Obj.)	road..... (Obj.)
the..... (Enl. of obj.)	a clambering, unsuspected (Enl. of Obj.)
B.	F.
It..... (Subj.)	That..... (Subj.)
all..... (Enl. of subj.)	winded..... (Pred.)
with copsewood bound..... (Enl. of subj.)	through the tangled screen (Ex. of place.)
was so close..... (Pred.)	
C.	G.
Nor and nor..... (Connectives.)	And..... (Connective.)
track and pathway..... (Subjs.)	opened..... (Pred.)
might declare..... (Pred.)	on a narrow green..... (Ex. of place.)
D.	H.
That..... (Connective.)	Where..... (Connective.)
foot..... (Subj.)	birch and willow..... (Subjs.)
human..... (Enl. of subj.)	weeping..... (Enl. of subj.)
frequented..... (Pred.)	swept..... (Pred.)
there..... (Enl. of place.)	ground..... (Obj.)
	the..... (Enl. of obj.)
	round..... (Ex. of place.)
	with their long fibers..... (Ex. of manner.)

[NOTE.—Enl. enlargement, and Ex. = extension, these being the only two terms used for adjuncts: the former in connection with the subject and object, the latter in connection with the predicate.]

— SUBJECTS FOR COMPOSITIONS.—1. Mid-winter; 2. Sleds and sledding; 3. The winter fireside; 4. My Christmas; 5. What I think of Santa Claus; 6. The new year, 1887; 7. Snow balls, and how to use them; 8. Skating and ice sports; 9. Winter birds; 10. Sleigh-riding.

— COMMON SENSE GEOGRAPHY LESSON.—Draw a square, and mark the top of it north. Now draw a line from the upper left hand corner to the lower right hand corner. What is the direction of it? Take some sand or soft mud, and make representations of islands, lakes, mountains, &c. Draw the outlines of your school-house and grounds, and locate doors, windows, &c. Draw the lines representing your walk from the school-house to your home, to your nearest store, town, county seat.

— A school depends upon what kind of a person the teacher is, not on appliances. The smooth side of a slab in the school-house if a *teacher* guides the school, is far preferable to polished cherry in a palatial building. A pupil will learn more astronomy from a stick and an apple in the hands of a teacher than from the most expensive apparatus in the hands of a hearer of recitations.—*Practical Teacher*.

Correspondence.

I. S. M. I think you should follow the instructions given in the last *Record*. The programme of studies has been drawn up with special reference to ordinary school-work, and the lectures will no doubt be all of a practical turn. Meantime fortify yourself by a perusal of the text-books, so that you will be in a position to take part in the discussions. These Teachers' Institutes, as you say, are calculated to interest teachers in their school work, though they are not altogether without a social aspect or the creating of an *esprit de corps* among the teachers of the section of the country in which one happens to be held.

W. A. The interference of the parent in such a case is just what might be expected, and you will have to use the utmost discretion in gaining your point. The price of text-books is always a parents' grievance when there is nothing more original to bring before the teacher. Be the text-book yourself for a few weeks, and when the time is ripe for an examination on the subject, you may be able to induce the pupils to buy the necessary book with which to refresh their memory before sitting down to the competition.

G. M. H. Very glad to hear from you. You will find the work of collecting historical *data* all the more interesting as you proceed. I am glad to learn that you have met with such hearty co-operation.

To the Editor of the EDUCATIONAL RECORD:

DEAR SIR,—Mr. Rexford's interesting paper in a late *Record*, has suggested to me the thought that many of our country teachers in isolated and remote districts, however anxious to improve themselves, do not know how or where to begin. These would, I think, feel thankful for some specific advice; not general directions to read educational works;—but, a more particular indication as to what special work upon improved methods of teaching, would be most likely to be useful. And I also think that many teachers would gladly attempt the work o

improvement by the study of some art or science, if such art or science could be so presented that an acquaintance with it might be attained without the aid of lectures or oral instruction.

Now, I am about to make a suggestion as to the study of an art, which, I fear many persons unacquainted with the subject, will at once pronounce useless and impracticable; but which, I have every reason to believe, would prove an easy, practicable and useful step, in the direction of self-improvement; an art which would give the learner valuable aid in making further acquisitions of knowledge, and which would, in its attainment and practice supply a mental stimulus of a very wholesome description. I mean *phonography* or *phonetic shorthand*. A knowledge of this art, would, I think prove specially useful to teachers. It could be learnt from the manual alone without the aid of an instructor, and after the first few lessons had been mastered, it could be so far employed as to keep up an interest in its study. In phonography there is a training for the *eye*, the *ear* and the *hand*. The necessary mental analysis of the framework (consonant outline) and the sound or sounds (vowels) in every word, conduces to improvement in pronunciation. The exactness with which the letters must be formed bears upon the teaching of ordinary script and drawing: while the contrast between the forms of words written by sound and those written according to the ordinary spelling, tends to exactness in orthography.

Phonography is not a short-hand of arbitrary signs. On the contrary, its letters or characters have a strictly scientific basis. Again, phonography is quite as legible as good long-hand, while it occupies a fourth of the space, and from a third to a sixth of the time in writing. Phonography is written in various styles, of which the first or simplest, with few contractions, can be learnt in two or three weeks.

The second or corresponding style can be written in as many months; while the style used by reporters, which is simply the preceding style contracted, requires more time and practice.

The corresponding style would be the most useful to teachers. They could employ it with great advantage, in making extracts from books; in making abstracts; in keeping a common-place book or a journal, and in corresponding with those among their friends who might be acquainted with it. Phonography is admirably suited for correspondence. A post-card will carry a letter of quite respectable length; while the rapidity with which thoughts can be committed to paper, renders it a most valuable aid to composition. The system which, to my mind, is the most easily learnt, the most legible, and in every way the best, is that which is found in the improved "*Manual of Phonography*" by Pitman and Howard; Phonographic Institute, Cincinnati, Ohio, price one dollar.

This little book is a model of clearness and arrangement, and in point of execution and finish, as perfect as anything of the kind can be. It is sold by the publishers as above. Thousands, I believe, have taught

themselves by the aid of this book alone, the lessons being skilfully graduated. But should any country teacher, on obtaining the manual, meet with difficulties, or feel in need of a little assistance in making a start, I shall be happy to afford all the aid in my power, and even to correct some exercises, if these are accompanied by a stamped, directed envelope. I strongly advise teachers to learn phonography. I honestly believe that in giving this advice, I am contributing my mite towards their improvement; and I feel sure that those who shall be influenced by it, will never regret having made themselves acquainted with a very useful and delightful branch of knowledge.

I am, dear sir,

Yours faithfully,

WILLIAM GORE LYSTER, B.A.

Sch. Inspector.

Cape Cove, Gaspé, Que.

Dec. 17th, 1886.

To the Editor of the EDUCATIONAL RECORD:

SIR,—Having nearly completed my search relating to the past history of our school, before commencing the memoir, I beg leave, with your permission, to offer a few preliminary remarks by way of introduction. In the first place, I may say that Sorel can boast of having had good Protestant schools for over a century, and that many of the leading men of the Province received their education here. Some of their names I have been able to obtain for my history. In the next place, it will be necessary for me to refer to legal acts regarding school matters as far back as the Treaty of Paris, in 1763, in order to show clearly how the present property came into the hands of the trustees. I have also a long list of teachers' names, and several documents relating to their work, from which I wish to make extracts. And just here I wish to remark how carefully all papers have been preserved since the year 1847. School journals, reports, minutes of meetings, letters, teachers' engagements, etc., etc., are in a complete state of preservation. This has been greatly owing to the painstaking care of a methodic and model secretary treasurer, to whom I shall have reason to refer several times in connection with the history. Another fact that struck my attention was the amount of erudition exhibited in papers and documents examined: composition, spelling and logical arrangement all go to show the parties understood what they were about. I also find that "school cranks" are by no means a modern invention, as several notes that I have examined bear strong evidence of the *crotchety* nature of teachers, parents and pupils in the days of "auld lang syne." In a word, like many other things under the sun, the Sorel Model School has passed through sunshine and shadow, times of prosperity and times of depression, as I trust I shall be able to show in future papers. To conclude these remarks, I distinctly want it to be

understood that I write, not for the sake of seeing my name in print, nor to provoke controversy, but simply at the request of the Inspector of Superior Schools, who, when visiting my school last November, told me I ought to get up a memoir for the *Record*. And as it is the part of all good pupils to obey, I am simply in the path of duty. Should you see fit to modify, curtail, amplify or consign to the shades of oblivion any or all of the matter I send for publication, you are at liberty to do so. Should any mistakes in regard to names, dates, etc., appear, I will be quite happy to make corrections.

D. M. GILMOUR.

Sorel, January 22nd, 1887.

Books Received and Reviewed.

OUR EXCHANGES: We have received the first two numbers of the *Swiss Cross*, a monthly magazine of the Agassiz Association, published in New York and London. The young naturalist will find this magazine all that can be desired. It is a marvel of cheapness. Specimen copies can be had by applying to the publisher N. D. Hodges, 47 Lafayette Place, New York. Dr. William Mowray, the able editor of *Education*, has launched a new enterprise under the title of *Common School Education*, a monthly magazine which is intended to be a kind of a complement to the high-class periodical, which has been so successful under his management. The new magazine should become a favourite with every primary school teacher on the continent. The *Educational Journal* of Virginia, which is edited by Mr. William F. Fox, is a bright periodical, ever welcome to our table. The *California Teacher* has been kind enough to notice the writing of one of the editors of the *RECORD*. This magazine is published in San Francisco, and is carefully edited with a view to the instruction of teachers on the Pacific slope. The *Shorthand Writer* is one of the best phonographic mediums we have seen. We have received a copy of the subscribers to the "Dominion Annual Register and Review," but the work itself has not been sent.

PRINCIPLES OF ELEMENTARY ALGEBRA by H. W. Keigwin, published by Ginn and Company, Boston. Many teachers will be glad to learn that Mr. Keigwin has written a book on Algebra, which is not too full. His little book is a pleasant and concise introduction to the subject, and is all that need be used in school on the subject, when the pupil is bright and the teacher willing to educate him by means of oral instruction. Mr. Keigwin wisely illustrates the principle that in Algebra, as in many other studies, the teacher is the text-book. Let us have a few more outlines like his.

THE NATIONAL QUESTION BOOK, compiled by Edward R. Shaw, Published by E. L. Kellogg and Co. New York. Such a volume as this does not

recommend itself to old teachers who have acquired, by a long experience, the art of questioning, but to the young teacher it will undoubtedly prove of great service in the preparation of lessons. We have no hesitation in recommending it to candidates for teacher's diplomas, as it will assist them in acquiring information for themselves and at the same time train them to put questions to a class out of the stereotyped form.

THE BEGINNERS BOOK IN FRENCH, by Sophie Doriot, Published by Ginn and Company, Boston. This is a capital introduction to the French language, and if we could only get such a book into the schools of Canada, the see-saw process of Fasnelle would soon disappear. In this book, we have a fine illustration of the natural method, and we heartily wish the book every success.

DUTTON'S ANALYTICAL BOOK-KEEPING CHART, by Charles Dutton, Expert Accountant, Published by the Office Co. New York. This is a very ingenious arrangement, by means of which the memory and the understanding may be assisted to a full extent by the eye. We are sure that teachers who find the teaching of book-keeping a dull business will find this chart and its explanations of great assistance to them in making the subject more interesting to them and their pupils.

THE PUBLIC SCHOOL MUSIC READER and the HIGH SCHOOL MUSIC READER, by John W. Tufts and H. E. Holt, and adapted for use in Canadian Schools by S. H. Preston, Published by the Canada Publishing Co. Toronto. These are both excellent manuals, and nowhere in the world is their introduction more necessary than in the province of Quebec, where the subject of musical culture is sadly neglected in our schools. A regulation is in force requiring from each school that a certain portion of the day should be devoted to singing. We are afraid the regulation is not unfrequently forgotten by our teachers. Let them, however, once secure the above music books, and the music lesson in school will assume a less melancholy phase. Next month we intend to refer to this subject in our editorial page.

Official Department.

The Department has received a number of beautifully illustrated diplomas, from the Royal Commission of the Colonial and Indian Exhibition, to be distributed among those schools that sent contributions for the Quebec Educational Exhibit. These diplomas, when hung up in the schools fortunate enough to receive them, will no doubt be an incentive to the pupils of these schools to prepare further specimens under the arrangements

made by the Protestant Committee for an annual collection of specimens of school work. Each Academy and Model School is required to prepare, upon approved forms of paper, specimens of school exercises in writing, drawing, map drawing and mathematics, and to forward these to the Department. These specimens will be taken into consideration in the distribution of the grants for the current year, and each school should make an effort to send as complete a collection as possible. The approved form of paper can be obtained from Messrs. Drysdale & Co., 232 St. James Street, Montreal, at 25 sheets for 15 cents, postpaid. Teachers should ask for *approved exercise paper*.

—THE PAYMENT OF PENSIONS has been unavoidably delayed by the great increase in the work of the Department which the inception of the Pension Act has entailed. The clerks of the Pension Fund were fully occupied up to the 1st January in determining the amounts due for back stoppages, and receiving the payments therefor. It was only after the beginning of the new year that the applications for pensions could be considered. This part of the work is now well advanced, and a second meeting of the Administrative Commission will be held in a few days to consider the applications and to grant the pensions. The payments will then be made without delay.

—BOARDS OF EXAMINERS, teachers and candidates for diplomas should study carefully the amended regulations for Boards of Examiners, under which the next meeting of the Boards will be held, in July next. There are not many changes, so far as Elementary Diplomas are concerned, but the changes made require special attention. The points to be remembered are, (1) that the examinations are to be held once a year, the first week in July, (2) that it lasts two days and a half for the Elementary Diploma, (3) that the subject of physiology and hygiene forms part of the examination, (4) that a candidate must take half marks in the more important subjects, and one-third marks in the others, and one-half the total marks in order to obtain a diploma, (5) that only second or third class elementary diplomas are granted on examination.

—SECOND CLASS DIPLOMAS, granted in November last, should be renewed in July next. It is true that diplomas do not expire until November next, but from that date until July, 1888, there

is no meeting of the Boards of Examiners. It will be necessary, therefore, for teachers holding second-class Elementary Diplomas granted in November last, to go up for examination in July next, if they desire to teach after November next.

OFFICIAL NOTICES.

The Lieutenant-Governor has been pleased, by an Order in Council of the 16th December 1886, to erect the Township Bois, Co. Portneuf, into a school municipality, under the name of "St. Bernadin," with the same limits which were assigned to the said Township.

To annex lots 20 to 46 inclusively, of the 6th and 7th ranges of the Township of Rolette to the school municipality of St. Magloire, Co. of Bellechasse. O. G. 2406.

To make the following appointments of School Commissioners:—

Mr. F. Fournier for the mun. of St. Magloire, Co. of Bellechasse.

Mr. Wm. Roussy for the mun. of St. Godfroi, Co. of Bonaventure.

Messrs. Alexander Sever, Michael Cross, Hugh Leary, John O'Sullivan, and Odilon Ste. Marie for the mun. of St. Jean Chrysostome, No. 1, Co. of Chateaugay.

Messrs. Michael Leonard and Joseph Vanasse for the mun. of Wickham West, Co. of Drummond.

Mr. Nazaire Baudin for the mun. of Grande Rivière, Co. of Gaspé.

Mr. Paul Tardy for the mun. of Côte St. Léonard, Co. of Hochelaga.

Messrs. O. Perrault, L. Clairmont, D. Tellier, N. Semper and A. Clairmont for the mun. of le "Grand Rang," Co. of Joliette.

Mr. E. Dechènes for the mun. of Hunterstown, Co. of Maskinongé.

Rev. A. Belleau for the mun. of Inverness West, Co. of Megantic.

Mr. Wm. Coars for the mun. of Leeds South, Co. of Megantic.

Mr. T. Laberge for the mun. of Lake St. Joseph, Co. of Portneuf.

Mr. S. Alain for the mun. of St. Raymond, Co. of Portneuf.

Rev. J. O. Simard for the town of St. Germain, Co. of Rimouski.

Mr. J. Morin for the mun. of St. Cyprien, Co. of Témiscouata.

Mr. J. Dessert for the mun. of St. Bonaventure, Co. of Yamaska.

Messrs. L. Valois, J. St. Germain, J. Villiard, O. Desrosiers and Joseph Desrosiers for the mun. of St. Michel No. 5, Co. of Yamaska, O. G. 54.

To detach certain lots from the school municipality of "St. Basile le Grand" and from the parishes of "St. Joseph de Chambly and St. Bruno," Co. of Chambly, and to annex the same for school purposes to the municipality of "St. Joseph de Chambly," same county. O. G. 150.

18th December. To detach lots 20 to 28 inclusively of the fifth range of the township of Buckingham, Co. Ottawa, from the school municipality of L'Ange Gardien, same county, and to annex them to the school municipality of the township of Buckingham, Co. Ottawa, for school purposes.

To erect a new school municipality under the name of "St. Alphonse de Thetford," Co. of Megantic. O. G. 150.