

Technical and Bibliographic Notes / Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for filming. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of filming, are checked below.

L'Institut a microfilmé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de filmage sont indiqués ci-dessous.

Coloured covers/
Couverture de couleur

Coloured pages/
Pages de couleur

Covers damaged/
Couverture endommagée

Pages damaged/
Pages endommagées

Covers restored and/or laminated/
Couverture restaurée et/ou pelliculée

Pages restored and/or laminated/
Pages restaurées et/ou pelliculées

Cover title missing/
Le titre de couverture manque

Pages discoloured, stained or foxed/
Pages décolorées, tachetées ou piquées

Coloured maps/
Cartes géographiques en couleur

Pages detached/
Pages détachées

Coloured ink (i.e. other than blue or black)/
Encre de couleur (i.e. autre que bleue ou noire)

Showthrough/
Transparence

Coloured plates and/or illustrations/
Planches et/ou illustrations en couleur

Quality of print varies/
Qualité inégale de l'impression

Bound with other material/
Relié avec d'autres documents

Continuous pagination/
Pagination continue

Tight binding may cause shadows or distortion along interior margin/
La reliure serrée peut causer de l'ombre ou de la distorsion le long de la marge intérieure

Includes index(es)/
Comprend un (des) index

Title on header taken from:/
Le titre de l'en-tête provient:

Blank leaves added during restoration may appear within the text. Whenever possible, these have been omitted from filming/
Il se peut que certaines pages blanches ajoutées lors d'une restauration apparaissent dans le texte, mais, lorsque cela était possible, ces pages n'ont pas été filmées.

Title page of issue/
Page de titre de la livraison

Caption of issue/
Titre de départ de la livraison

Masthead/
Générique (périodiques) de la livraison

Additional comments:/
Commentaires supplémentaires:

This item is filmed at the reduction ratio checked below/
Ce document est filmé au taux de réduction indiqué ci-dessous.

10X	14X	18X	22X	26X	30X
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12X	16X	20X	24X	28X	32X

VOL. VIII. JUNE-JULY, 1888. Nos. 6 & 7.

SUBSCRIPTION:

PER ANNUM, \$1.00.

SINGLE No. 10 Cts.

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

CONTENTS:

	PAGE
ARTICLES: ORIGINAL AND SELECTED:	
The Pleasurable in School-work.....	157
Teachers' Institutes.....	163
EDITORIAL NOTES AND COMMENTS.....	167
CURRENT EVENTS.....	173
LITERATURE, HISTORICAL NOTES, ETC.....	180
PRACTICAL HINTS AND EXAMINATION PAPERS.....	189
CORRESPONDENCE.....	194
BOOKS RECEIVED AND REVIEWED.....	196
OFFICIAL DEPARTMENT.....	200

Montreal:

DAWSON BROTHERS, Publishers.

1888.

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.

None are admitted to the School but those who intend to devote themselves to teaching in the Province of Quebec for at least three years. To such persons, however, the advantages of the School are free of charge, and those who are successful in getting Diplomas receive, at the close of the session, a sum not exceeding \$36 in aid of their board, and, if they reside more than ninety miles from Montreal, a small additional sum towards their travelling expenses.

Admission to the School is by examination only. The conditions of admission to the higher classes may be learned by consulting the Prospectus of the School. Candidates for admission to the Class of the First Year must be able to parse correctly a simple English sentence; must know the Continents, greater Islands, Peninsulas, and Mountains, the Oceans, Seas, larger Gulfs, Bays, Straits, Lakes and Rivers, and the chief political divisions and most important Cities of the world; must write neatly a Dictation from any School Reader, with no more than five per cent. of mistakes in spelling, in the use of capitals and in the division of words into syllables; and must be able to work correctly examples in the simple rules of arithmetic and in fractions.

The next session of the School opens September 1st, 1888. 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 1888 will be sent to every Protestant minister of Quebec, as far as addresses are attainable.

THE
EDUCATIONAL RECORD

OF THE
PROVINCE OF QUEBEC.

No. 6 & 7.

JUNE & JULY, 1888.

VOL. VIII.

Articles: Original and Selected.

THE PLEASURABLE IN SCHOOL-WORK.

BY THE EDITOR.

"I am aware I may here be reminded of the necessity of rendering instruction agreeable to youth, and of Tasso's infusion of honey into the medicine of the child; but an age in which children are taught the driest of doctrines by the insinuating method of instructive games has little reason to dread the consequences of study being rendered too serious or severe. The history of England is now reduced to a game of cards, the problems of mathematics to puzzles and riddles, and the doctrines of arithmetic may, we are assured, be sufficiently acquired by spending a few hours a week at a new and complicated edition of the Royal Game of the Goose. There wants but one step further, and the Creed and the Ten Commandments may be taught in the same manner, without the necessity of the grave face, deliberate tone of recital and devout attention, hitherto exacted from the well-governed childhood of this realm. It may in the meantime be subject of serious consideration whether those who are accustomed only to acquire instruction through the medium of amusement may not be brought to reject that which approaches under the aspect of study; whether those who learn history by the cards may not be led to prefer the means to the end; and whether, were we to teach religion in the way of sport, our pupils may not thereby be induced to make sport of religion."

There are few English readers who do not recognise in Sir Walter Scott, from whose writings the above extract is taken, one of their best schoolmasters. He it was who first taught many of us to take an interest in what we read, when we had once discovered that reading books was more than a mere pastime. As was said of him once, when a few of the literary politicians and teachers of a neighbouring province were making of his *Marmion* the fulcrum for their game of see-saw and faction outcry, the morality of the glorious Scotsman is as pure as the burn that

runs down a heathery hillside; and there is little temerity in our saying that his opinions, however, they may be disputed, were as honestly conceived, as were all his commercial transactions, however indiscreet some of them subsequently proved to be. It is needless to say that honest opinions are by no means sound arguments; and as, now-a-days at least, they can never become law without a thorough sifting, there is always an excuse for investigating the doctrines even of the most distinguished writers. Indeed there can be no presumption in the critic, if he only be honest.

The passage, which has been quoted, was written by the great novelist, while pointing out the defects of such a desultory system of study as that pursued by the young Edward Waverley. To divide it up into its component facts we may find in it an allusion, a gibe, and a permonition, none of which seem to the writer to stand the test of true critical examination. The allusion, for instance, to Tasso's infusion of honey into the child's medicine is surely an inapt illustration for the acquiring of knowledge, under ordinary circumstances. Even the knowledge that disciplines is sometimes to be viewed more in the light of the food that nourishes, than of the mental cathartic that purifies. Sometimes the manner in which food is given to children makes it as distasteful as medicine; and as with the body so with the mind. But generally speaking, the child takes delight in acquiring knowledge. The eye brightens when beholding things beautiful, the ear quickens when it drinks in the harmony of sounds, the whole body quivers with the excitement of joy, when some pleasant discovery is made by the child's sense of touch or taste or smell. If knowledge be bitter, it is being unnaturally acquired, it is being presented by one who does not fully understand the processes of nature; in a word, it is the sweetness of nature soured by an ignorance that does not know its own potency. "I know a stupid boy" says some one, "whose cup of knowledge it is impossible to sweeten." "And I know more than one" says another, "whose minds have had to be opened by a violent process, and a modicum of knowledge poured into them." But this, as the knowledge that disciplines, cannot be administered for any length of time with advantage, even to the stupidity that lingers at its work, and ought never to be admin-

istered when the mind of the pupil is active. Mental dormancy, we have been told time and again by the old school-master, who has, moreover, not passed through the mill of experience with his eyes shut, can be quickened into newness of life when necessity presses upon it to act. But when the pressure of necessity is continued too long, the result is nearly always the same on the active as on the inactive mind. Nothing is so easily stultified as stupidity, and the process which renders the stupid child more stupid, not unfrequently makes even the clever child lose heart. In dealing with the willing and the unwilling mind the process is the same, the supplying of the food of knowledge that nourishes and strengthens and encourages to self-effort, not the supplying of the medicine of discipline which though it purifies for the moment, eventually enervates, and stultifies the natural gifts in the child. Thanks to nature there are few, if any, children without "a turn" as it is called, for something good and useful, and it is in this "turn" there lies the hope of mental development. It is this gift which the teacher must first discover, before either medicine or food can, with good effect, be administered. By building upon this nucleus of native intelligence or inclination, the bitter-sweet of school-work soon strengthens the soul to recognise the pleasure of doing one's duty; and when the most indifferent pupil—indifferent perhaps not so much from laziness as a natural longing for muscular freedom—begins to feel this pleasure, the school-life becomes all sunshine, the acquiring of knowledge becomes as sweet to the mental desires of the child as is the syrup of the maple to the taste. The natural developments in education are gradual, not violent. The true method of imparting instruction are born of nature itself; and under them the knowledge that is acquired is the knowledge that assimilates as a palatable food that nourishes, not as a bitter medicine that nauseates even when it rectifies. By the natural process of getting understanding, the memory is not exoriated with a knowledge that is beyond the comprehension of the intellect. Mind growth is as slow and gradual as body growth, and can be checked only by too much food or too much medicine. The true education has only to guard against a surfeit of the one; since nature itself has provided the means of escaping the other.

The gibe about cards, puzzles, and riddles, and the *Royal Game of the Goose*, brings to mind an incident in school life which the Hon. Alexander Mackenzie, ex-Premier of Canada, used to tell when he was in the company of teachers, as a warning against the effects which might arise from their adopting modern methods in school work. A young teacher who had picked up some notions of a natural method of imparting instruction, one day proceeded to give the boys and girls of the country school over which he had presided only for a short time, a lesson on the solar system. Of course, there was no apparatus by means of which he could illustrate the lesson, except the pupils themselves, whom he proceeded to arrange upon the floor in such a way as to personate the various planets. The children were naturally delighted, and the lesson was in the fair way of being a success, when, just as it was about to be brought to a close, as the planets were revolving round the sun, a parent made his appearance at the open door. There was evidently something going on in the school which he had never seen before. What was it all about? Were the pupils practising a new kind of country dance? Or had the teacher lost his wits? For the moment, he could only stare with astonishment; but next day, the story of the innovation spread through the village, and the excitement became so intense, that the commissioners or school trustees appeared in a body before the enterprising teacher to inform him that as he had evidently lost control of the school, they were ready to relieve him of his duties. As they said, he had been engaged to *teach* their children, not to play at "tag" with them during school hours. The inference to be drawn from the anecdote is not far to seek, and we may safely leave it as an answer to Sir Walter Scott's satire.

Were it necessary to reply with any measure of seriousness to the great novelist's irony, we might place alongside of it such rhetoric as this: "Give us, O give us, the man who sings at his work! He will do more in the same time, he will do it better, he will persevere longer. One is scarcely sensible of fatigue when he marches to music. The very stars are said to make harmony as they revolve in their spheres. Wondrous is the strength of cheerfulness, altogether past calculation its power of endurance. Efforts, to be permanently useful, must be uniformly joyous; a

spirit all sunshine, graceful from very gladness, beautiful because bright." And if this be true with respect to adults, how much more so in the case of young folks. During the years in which the senses are acute, in which the observing faculties are strongest, and the reasoning powers, so to speak, are dormant, nature teaches as to gratify the child's desires with whatever he has the power to digest. Let us place before him objects to be seen, and teach him how to see them. Let us fill the hands which reach out so eagerly with something to handle. Let us even utilize his love for the noisy and boisterous by joining in his frolic and teaching him to romp. The healthy child wakes laughing, and plays till he sleeps again. And is not play to the child what fresh air and sunshine are to the plant? Unconsciously, the life-giving element permeates every atom of his system, and his very activity expels the mental acids so troublesome to human nature.

In the premonition of Sir William Scott's statement, there is expressed the fear that in adopting a natural method of teaching, children may take the means for the end. But there is just as little danger of this happening in the case of the elementary teacher's work as in the case of the historical novelist's operations. In fact, the novel is the printing-press working under the influence of the new education; and by the novel is here particularly meant that fiction which has for its aim the improvement of mankind in their tastes and morals,—the medium through which society can be taught all the relations which bind society closely together. The novelist is one of the schoolmasters of society in its adult stages. In him and his work, the new education is seen at full play, just as much as in a kindergarten or a well-conducted primary department. The mental nourishment it provides by means of its psychology, ethics, logic and rhetoric, has been seasoned with expectation, and with the mental pleasure which provoke a desire for reading. For example, who has done more to render the study of history an easy and pleasant task than Sir Walter Scott himself? Just let us think for a moment of any historical period which has been permanently pictured in our minds, and can we not trace the picture to its origin in some historical novel? Or to particularise by indicting Sir Walter Scott for treason against himself, when he penned the paragraph

we are discussing, who of us is there who understood the true character of James, *the First*, and life at his court, before reading the *Fortunes of Nigel*, or appreciated fully the historic picture of Mary Queen of Scots before laughing and crying and boiling with indignation over *The Abbot*? Have we not studied the "forty-five" from *Waverley*, the spirit of the Covenanters from *Old Mortality*, the valorous conduct of the Celt from *Rob Roy*, the Porteous Riots from the *Heart of Midlothian*? Or turning to other fiction writers, where did those of us, who are not lawyers, get our knowledge of the working of chancery but from Dickens' *Bleak House*, an acquaintance with early American aristocracy but from Thackeray's *Virginians*, an introduction to Florentine art and science but from George Eliot's *Romola*, our first idea of true criticism but from *Tom Jones* and *Wilhelm Meister*? The list might be extended to reach the historical information we may derive from perusing such books as *Chien d'Or*, *François de Bienville* and *Twice Taken*.

But those enumerated are sufficient; and now it may safely be asked, what mind has been injured or weakened by acquiring mind-food through these channels? Do we ever confound the means for the end in such study? Are our minds not rather strengthened in separating the chaff of fiction from the wheat of historical fact? Of course, the mind of an intelligent reader easily distinguishes between the pleasurable element and the intellectual; and may it not be said that only those who have studied history through a dramatic or epic medium are able fully to enter into "the spirit of the times" of an historical period, or to know minutely the characters of the men who took part in it. Why do our most popular historians approach nearer and nearer to the engrossing style of the novel-writer, if it be not that they value the pleasurable element as a powerful incentive in acquiring knowledge? For one who has read Hume's *History of England* in detached portions, there are twenty who have read Macaulay's from beginning to end; for the few who have read any of the countless general histories of Canada, there are hundreds who fairly revel with delight in Parkman's works: and for one who has read a volume of Gibbon's *Decline and Fall of the Roman Empire*, there are thousands who take the greatest pleasure in Prescott's *Conquest of Mexico*

and his *Philip the Second*. And yet it is the pleasurable element in the latter volumes which Sir Walter Scott seems to warn us against, and which when it appears in school-work he would fain despise. Nor is he alone. There are many *very* orthodox people with the popular novelist in this matter. Like the trustees in the preceding anecdote, these grim-faced folk resent the pleasurable element in school and call it "tag," just as Scott has called it the *Royal Game of the Goose*. Blindly taking their stand upon the narrow proverb that there is no royal road to learning, they for the moment turn their backs upon those genuine principles of the true education, which when reduced to practice, does for children, what historical novel writing has done for the students of history, making the school a pleasant place, and rendering the lives of children free from some of the many difficulties to be encountered in acquiring knowledge.

TEACHERS' INSTITUTES.

The following summary of the various features which ought to characterize Teachers' Institutes,—those organizations for the improvement of the teacher, which have had such a marvellous effect for good throughout America,—is worthy the consideration of the teachers of the Province of Quebec, at the present moment, while they proceed to make preparations to share in the work of the approaching season of Institute work. It comprises important portions of a report submitted at the Chicago Convention of last year, and embodying the latest views of prominent educationists on the subject:—

The greatest need of our schools everywhere is well qualified teachers. This has always been true; and we see no prospect of a time when it will not be true. It needs to be borne in mind that our teachers are of two classes, generally, those with whom teaching is a vocation, and those with whom it is a temporary occupation; the latter class is much the larger. Those who propose to make teaching a vocation are likely to be willing to spend considerable time and effort in fitting themselves for their work. Those with whom it is a temporary occupation are likely to take little pains to prepare for it, and perhaps some pressure

is necessary to cause them to do anything at all in this way. 'Teachers' Institutes may be of great service to both classes; but it would seem that they must be adapted primarily to the needs of the second class, especially to those who, with little or no special training, are already at work in the school-room. Professor Payne says: "The distinctive function of the Institute is to provide training for non-professional teachers," and by non-professional teachers, of course he means those who have had no training in Normal Schools.

The means of professional preparation open to those who propose to teach, or who are already teaching, are the following:— (1) Normal Schools, (2) Books and periodicals, (3) Teachers' Meetings, (4) Observation, (5) Experience in the school-room; while the preparation necessary to the teacher refers to (1) the subjects to be taught, (2) the being to be taught, (3) the principles and methods of teaching and managing, (4) the mechanics of the school.

Of the various kinds of teachers' meetings, the Institute, usually continues for a week or less, and is composed, for the most part, of those who are active teachers. It partakes, or ought to partake, something of the nature of a school, but with a wider purpose, and a mingling of instruction in matter with instruction in philosophy and methods. Its working is hampered by two serious limitations, namely, brevity of time, and, probably, variety in the capacity and previous training of its members.

The Institute should serve at least three purposes. First, it should awaken its members to the nobleness of their work, and to an application of their needs; it should arouse something of a true *esprit de corps*. The best work of the Institute should be regarded as the creation of the scholarly and the professional spirit, a desire to reach high scholastic attainments, and an ambition to attain to artistic excellence in teaching. It is expected that these results will follow from meeting with fellow-workers, from exercise conducted by persons of large attainments, enthusiasm and wide repute, and from such ideals of what teachers ought to be, and to do, as may be set before them by the lectures and typical teaching of able and experienced minds. In order that these results may follow, it is apparent that the exercises must be in the hands of superior persons. No place is more abused by a

person of inferior ability or small experience than that of conductor or instructor in an Institute. Nor is it any place for a person of aimless loquacity or for a "crank." Ill-chosen and unfit conductors and teachers are the sufficient cause of failure in hundreds of Institutes.

The Institute should give actual instruction (*a*) in subjects to be taught, (*b*) in the principles and methods of teaching, and (*c*) in the work of organizing, managing and governing schools.

Nothing complete or extensive can be attempted in the branches of knowledge; but the previous knowledge of the members may be reviewed, clarified and classified, and something may be done both in imparting new knowledge, and in leading to the sources of knowledge, and suggesting methods as to its acquisition. The wise conductor can do a most valuable service for the young members by recommending specific books for their study, by giving hints on study and reading, and by convincing the young, inexperienced and thoughtless, that the field before them is a wide one, and that they are not likely to become proficient in it in a day, or without long and toilsome effort. One of the most common and most disgusting exhibitions of young teachers is often seen in their assumption that they are masters of everything pertaining to their work; in the cant phrase, they show that, in their own estimation, "they know it all." An Institute ought to do much to show such persons their present lack, and to awaken in them an ambition for a wide and generous culture.

Besides assisting the members to increase their knowledge of the matter of instruction, a beginning at least can be made in the study of the nature and laws of mind, activity and mind-growth, and in the principles and methods of instruction that grow out of such a study. Not only can the young teacher be instructed in such knowledge, and shown where to find a large available store of it in books, but he may be put on the track of a fruitful and effective study of his own mind and of the minds of others, especially those of the children under his care.

A well-conducted Institute, with its daily work and evening lectures, may do very much to arouse an interest in the community, to disseminate true ideas of education, its importance and methods, and to correct those mistakes and misapprehensions among the people, which so often are the chief hindrances to the best success of the school enterprise.

An Institute should resemble a school rather than a parliamentary body. All its exercises should be in accordance with a comprehensive and well-digested plan. Its conductors should be persons well versed in the philosophy of teaching, and possessed of rare skill and tact both in the art of instruction and intercourse with the men. Assistants of less age and acquirement may be made very useful, but crude, unskilful, and impassive teachers can never do good work in an Institute. To say the least, the programme of an Institute should be as carefully planned and as closely followed as the programme of a good graded school. It will be a great help, in giving point and precision to the work, in preventing waste of time, in impressing the value of a plan and order on the members, and not least in shutting out the rambling, aimless talk of the distinguished visitor.

The best methods of work will combine the lecture and the recitation. The limit of time, and the grading forbid a too strict adherence to the school-room methods; but the mere lecture will not do for two reasons: first, much of it is likely to be lost on a large majority of the members, and, second, it will not resemble sufficiently the work of the school-room for which the Institute is to prepare. The Institute lecture should show no attempt at mere popular effect. It should be clear, plain, pointed, and should be delivered slowly, and with full opportunities for questions from the hearers. The listeners should take notes of the lectures, and it will be an excellent plan to require a short recitation upon the lecture, on the day following its delivery.

We think it very desirable that a part of the work should consist of model exercises; that is, of the teaching of classes of children by some one who can show, by skilful work, the application of some of the principles theoretically taught.

“Evening lectures should be given for the benefit of the people, both in the town where the Institute is held and in neighboring towns. These lectures should have a direct bearing on questions of education, especially in those phases of it which particularly concern the people. In this work, the conductor may call to his aid, not only eminent teachers who are not instructors in the Institute, but clergymen, lawyers, editors, or any one who has something to say, and can say it effectively. The success of our educational enterprise rests, ultimately, with the people; it de-

pend on their earnestness and intelligence. And we venture the opinion that the community, as a whole, need arousing and instructing in educational matters quite as much as the teachers do. A series of good Institutes, conducted as they should be, ought to produce a genuine educational "revival" among the people no less than among the teachers.

It must be remembered that little or nothing in the work of the Institute should be regarded as complete; it must stand to the members as suggestive, typical or introductory. Nowhere is it more necessary that those who would gain the most profit should be able to "take a hint."

To many, the interest awakened by the Institute, and the insight there gained into the need and nature of professional preparation for teaching, will be the inspiring motives which will lead them to go to a Normal School for a fuller draft of that for which a taste has been awakened. In this way, as experience has shown in a multitude of cases, the Institute becomes a feeder to the Normal School. Indeed, many thorough, professional teachers, graduates of Normal Schools, would have plodded on in the school-room in a dull, inefficient way, or would have left it in disgust, if the Institute had not come to them as a revelation.

Editorial Notes and Comments.

Impatience with the *powers that be*, merely because they are the *powers that be*, is no more a principle of progressive Liberalism than is old fogysm a principle of true Conservatism. According to nature's ways of working, it needs must be that mediocrity should at times assert itself. To save itself from complete oblivion amid the popularizing counsels of the wise, it finds its vantage-ground for starring it, in a union with those of its own kind. In such a union, where intellect seldom rises above an objection against this thing or that, intellect never distances itself; and it need hardly be said that where intellect requires to keep no watch-dog, morality has a tendency to become a little loose. Indeed, the *clique* and the *caucus*, the refuge of the would-be-great

are none the less the strength of the wickedly ambitious ; and thus it often happens that, nourished in these hot-beds of vanity and lies, mediocrity seldom clearly discerns that honesty of purpose which marks the course of the true worker. In such training schools, it never learns that the true ambition needs no obliquity of chance or combination to help it on. It knows, it is true, that honesty is said to be the best policy, but it never thinks it to be the *only* policy that leads to true success. There is an impatience with the *powers that be*, however, which cannot be set aside as having its root altogether in that feeble-minded greatness which seeks to tyrannize through clique rule. The young are as impatient at times to rule, as they are at all times impatient of rule ; and when we seek for the causes which lately led some of the graduates of McGill University to discuss the manner in which its Corporation carries on its business, we may find one of them at least in the impatience of the rising generation to assume or to share the duties of the experienced. The mediocrity of youth and inexperience is not to be classified with the mediocrity that never learns from experience. The young men must eventually take the old men's places. And yet the tendency, which has evidently set in to make our University more and more of a democracy is not pleasant to contemplate. Neither in school nor in college has self-government proved to be practicable. The government, which is admitted by most thinkers to be the best for the state, if it were not impossible on account of the accidents of birth and caucus-rule, namely, a despotism with a good man at the head of it, is just as surely the best for school or college, where such accidents can be warded off in the appointment of ruler. At least, no one can say that such a form of government has failed of success in those of our colleges where the experiment has been tried under a truly good man. The history of McGill University is one of early struggles and subsequent success ; and the young men, who are impatient to take part in its government, should not forget that such success has been secured by a corporation which they seek to reform. "Let well enough alone" is no adage for those who seem to think that agitation itself is progress.

—The demand which has been made by the Graduate Society is by no means an unreasonable one, in face of the growing influ-

ence of what is called "the public." The demand is that the doors should be opened to that Cerberus of public opinion, the newspaper reporter. Yet the burden is on those who make this demand to show what possible benefit could arise to the University to have *all* its affairs discussed in the morning papers. Besides were the demand complied with in whole as it has been in part, it would soon be forgotten as a reform and neglected as a privilege. As it is, the meetings of the University Corporation are not the meetings of a secret society. As far as we know, those who want to learn what is being done, with the intention, of course, of making a good use of any information obtained, can be supplied with such information by making application at the proper quarters. The minutes of every meeting are not burned or bound up in wax as soon as the meeting is over; and we have yet to be told that the Secretary has ever refused to give knowledge of business transacted by the Corporation which the province at large had a right to discuss. Nor is it alleged that the Corporation has ever shirked the responsibility of its own acts, even when biassed advice had prevailed for a time in its counsels. Its aim has ever been the advancement of the interests of the University, and no one can read the record of the work it has accomplished, notwithstanding the absence of the newspaper reporter, without feeling how secure the higher educational interests of the province are within the closed doors of the McGill Corporation.

—The June examinations have come and gone, and there is nothing but the awards to wait for now. The experience of the past year, as we surmised, has enabled all connected with these examinations to avoid mistakes, in the routine of conducting them. Only in two instances did the Express Office fail in its engagements towards the teachers and Department, while in the thousands of envelopes sent out, only one omission of enclosure was made. The papers have by this time been freely discussed by the pupils, and though the general verdict seems to be that they are a little more difficult than last year, they have given very general satisfaction to all concerned. We have made arrangements to have these questions published in the RECORD from month to month, and as they may be taken as indicating in the particular, the standard to which the pupils in the various grades

of our superior schools are expected to reach in their studies, for years to come, a careful criticism of them by our teachers will, we think, tend to educational advancement in every branch of school work. A greater number of candidates for A.A. presented themselves this year than last. There were over one hundred and fifty in all, a very good appearance indeed, it will be said, in point of numbers at least, and an excellent omen of the success that is to follow in the years to come. It now remains to be seen how many of the successful candidates will join the University classes. As the connecting link between our school and college curricula, this examination is perhaps the most important feature in our educational work in the province; and should the successful candidates come up in large numbers to the colleges, there will be all the greater cause for congratulation over its inauguration under the auspices of the Protestant Committee of the Council of Public Instruction.

—A paragraph which appeared in a former issue of this paper seems to have attracted not a little attention among those who knew Dr. Alexander Forrester in the days when he was doing pioneer work as an educationist in Nova Scotia. As we said then, there has never been written an extended biography of the man who did so much for education in Eastern Canada. The man's work remains as a testimony of his industry, and a monument has been erected to his memory on the grounds of the Provincial Normal School in Truro; but no one has collected the materials which, becoming through authorship a part of the literature of our country, would tend to sanctify his personality amongst us. It is but right to say that his son-in-law, the Rev. Mr. Falconer, intended at one time to give to the public in book-form the literary effects of the deceased educationist; but the continued sickness and subsequent death of the good-intentioned biographer prevented the proposed publication. Dr. Forrester was the Dr. Ryerson of the Maritime Provinces; and as there are still many living who remember him in the days of his prime, it would be well if the materials for his biography, already collected by his family, were placed in the hands of some one active enough to supplement them by collecting further incidents of his life which may soon be forgotten. The biography of such a man is the history of the country in detail. In investigating the life-work of

such a man as Dr. Forrester, so worthy of public remembrance, it will be all the easier to fix the mean where lies the truth of his life, if his biography be written before living remembrance of him pass away. With him, as with other men, he made his own environment in Nova Scotia as sure as his environment in that province made him; and if his biographer will only know enough to look first at this environment, and the manner in which the enthusiast understood it, observing carefully how the true teacher in him modified it in time, in his soul's endeavour to work out the purposes of God by a true ambition, he will give a picture of that period of colonial history in which the good old man lived, which cannot but be valuable to all Canadian readers.

—The event of Matthew Arnold's death has been chronicled in every corner of the world. All the prominent events of his life have already appeared in magazine and periodical. It seems but a short time since he was with us in Canada, as he passed through on his lecturing tour in America. Among the teachers of the world he is "one of ours." For many years he was engaged as a professor and an inspector of schools, and was often called upon to investigate educational problems in behalf of his country. The success of his life is to be measured by the éclat of his fame, perhaps more than is the success of most of men. He was a teacher who did not rise in his calling through the popularity of discipleship. His prose is born of the sweetness and light which he ever preached, while his themes are the great problems of life,—“Why are we here, and what is duty?” The following is one of the grace-notes of the song he was ever singing in his writings of the true civilization: it is from his last article written for the *Nineteenth Century* concerning “Civilization in the United States:”—“What human nature demands in civilization, and above all those obvious things which occur to our thoughts—what human nature, I say, demands in civilization, if it is to stand as a high and satisfying civilization, is best described by the word *interesting*. Here is the extraordinary charm of the old Greek civilization—that it is so interesting. Do not tell me only, says human nature, of the magnitude of your industry and commerce; of the beneficence of your institutions, your freedom, your equality; of the great and growing number of your churches and schools, libraries and

new papers; tell me also if your civilization—which is the grand name you give to all this development—tell me if your civilization is interesting.”

—In looking over an old report made years ago, the following estimate of child nature is published: “Dissimulation, falsehood, anger, idleness, vanity, and sensuality, are the vices which one generally finds in children.” The picture is by no means a bright one to contemplate. The paper which once appeared in a Canadian magazine with the intent of proving that the happiness of childhood was a popular fallacy was nothing to this; and it may not astonish us should the author of the above sentence appear at any time as the author of a thesis under the title of “Childhood’s Innocence all a Mistake.” Thanks, however, to the beneficence of nature, the appalling glimpse he has given us, in his prelude sentence, premises no true picture in the greater thesis. In his wanderings as an educationist he has evidently fallen upon some specimen of boyhood specially trained or neglected in order to prove the doctrine of total depravity; and like many other respectable but misguided people, has thought to establish a general principle from an individual case. But parents and teachers have no battle to fight with total depravity. They have to deal with beings capable of becoming all that is good and great in humanity, beings who have planted within them the very opposites of what the above educationist has found. Instead of the acquired vices, is there not to be found the seeds of the cardinal virtues? Instead of dissimulation, falsehood, anger, idleness, and vanity, is there not to be found naturally springing up in a child’s nature, honesty, truthfulness, love, activity and modesty, bubbling out daily in a clear stream like the spring at the river’s source? That there are wayward children is as true as that there are muddy brooks; but the spring from which the brook flows is not muddy. Nor is the original nature of the child full of those acquired instincts, which, however evil and habitual, are not beyond the influence of the sensible teacher or parent to eradicate.

Current Events.

—Outside of our own work, which ought ever to seem of the first importance until it is done, the great event of the year to contemplate among our neighbour teachers, is the San Francisco Convention, which is to take place on the 17th of July next. The arrangements are evidently of the most perfect kind, and Canadian teachers may be interested in learning that the round trip for them will cost a little over ninety dollars only. There are various routes, but the two routes to be taken by Canadians in all likelihood are, by the Canadian Pacific Railroad or by the Northern Pacific. We shall be glad to give any teacher in our own province all the information on the subject required. Our provincial convention does not take place till the month of October, and hence some of our own teachers will be all the more inclined to visit San Francisco at this season. There will be an opportunity given of visiting many points of interest on the way, such as Salt Lake, Yellowstone Park, etc.

—The summer school, which in the eyes of many, is more important than the great conventions, has become a popular institution in every state. The Niagara school, which may trace its origin to Inspector Hughes of Toronto and others is likely to be well attended this year. In our advertisement pages will be found the announcement of the Potter Institute of Oratory, which will no doubt attract a large number of students from all parts. There would be no pleasanter resort for those of our teachers who would like to visit the great metropolis. A school of science has been organized in Nova Scotia, and we are to have our own Institutes at different parts of the province. As a contemporary says: "It is an interesting commentary on the earnestness and professional zeal of the teachers as a class, that they are in such large numbers willing to spend no inconsiderable portion of their summer vacation and no small part of their scant earnings in paying board, tuition, and incidentals at some summer watering-place to pursue their studies, brushing up neglected places in their education, and fitting themselves for higher and better work in their profession. Especially is this noticeable when we find them spending several weeks in close attendance

upon the teaching and lectures of the most famous experts the country has produced, getting hints, and more than hints—principles,—of the best methods of teaching the common school studies.”

—The papers tell of a new feature introduced in the High School at Caldwell, Kan. A file of all the leading county papers is kept, with magazines and papers for young people, all of which are accessible to students at unemployed moments. Every Friday afternoon a portion of the time is devoted to live topics of the day. On a recent Friday, one of the students gave an extended account of the railroad strike, another of the death of Emperor William, and his successor; others of the life of Miss Alcott, and of the Eastern blizzard.” An item like the above gives us an opportunity of saying that such a practice has long been in use in the Sherbrooke Academy, which is under the direction of G. H. Howard, Esq.

—The following paragraph is something which our teachers will not find in the geographies, but which our children ought to know. It is taken from our American Exchange, about our own country:—“The select committee of the Senate of the Dominion of Canada, appointed to inquire into the value of the country north of the Saskatchewan watershed, has presented a report which is founded on a vast amount of new and valuable information. The inquiry shows that much of this region, which was considered a few years ago part of the uninhabitable polar regions, may become settled, in course of time, as it possesses considerable natural resources. The great length of navigable rivers facilitates communication. The extent of continuous lake coast and river navigation is estimated at 6,500 miles, broken only in two places, situated upon the Great Slave and Athabasca rivers. It is stated that there is a pastoral area of 860,000 square miles, arable lands to the extent of 274,000 square miles, while 400,000 square miles are considered useless for cultivation or stock-raising. The climate of this region is described as more favorable than is generally assumed, and comparable in certain districts to that of western Ontario. It appears that there is an abundance of fish, and an ample supply of wood suitable for building-purposes. Among the mineral products, special attention is called to the extensive

auriferous area and to the large petroleum-fields. The energetic attempts of Canada to develop the resources of the country have led to an increase of immigration to their western provinces. Undoubtedly the present inquiry will help to direct attention to the resources of those remote regions."

—The Annual Report of the schools of New-Brunswick has been received. The opening paragraph cannot but be of interest to us in the province of Quebec, and we quote it entire:—"The number of trained teachers and the consequent improvement upon methods of instruction very considerably exceeds that of any preceding year in our educational history. A year or two ago, nearly 500 of our schools were in charge of local licensees—persons without experience or training—while during the year embraced in the Report, not a single school in an English-speaking district has been in charge of any other than a trained teacher. The supply of trained teachers in French-speaking districts is gradually increasing as is also the demand for their services, in consequence of the satisfactory character of their work, and I am glad to say that the ample provision which is now made at the Normal School for the training of Acadian students, and the encouragement which is held out to them to possess themselves of these advantages, give assurance that every Acadian school will in a very short time be on the same footing in respect of the services of trained teachers as are happily all the other schools of the Province."

—The monthly meeting of the Teachers Association of McGill Normal School was held on Friday, the 13th April last. The proceedings were begun in the usual way, with Mr. Arthy in the chair. The *résumé* from Miss Binmore drew attention to some interesting articles in the *American Teacher*, and described the state of education in South America. A humorous reading by Miss Ramsay was followed by a paper from Miss J. E. Rodger on "How to secure order in the class-room." The excellent points brought out in this paper were commented upon afterwards by Mr. Kneeland and the Rev. E. W. King. Mr. Humphrey succeeded Miss Rodger with an article on the same subject, which was further treated by Mr. Curtis, who emphasized the principle of dealing with a class individually, and also of discipline being the foundation to form habit and character.

—In Canada there are 128,700 Indians. Of this number there are probably 24,000 children of schoolable age, but of these, about 16,000 only are at present within the limits of civilization. There are at present seven institutions in operation, having a capacity for about 580 pupils, and 131 small day schools. The total annual cost to the Canadian Government for maintenance of both day and boarding schools is at present about \$95,000.

—The Department of Public Instruction has lost an efficient officer in the death of Mr. J. H. Richardson, the accountant. Mr. Richardson had been in declining health for some time, but he never would allow himself for a moment to neglect the duties of his important position. He had been in the Department for over fifteen years, and was an efficient officer enjoying the most pleasant relations with all whom he came in contact with. As a citizen, he took an active interest in public affairs; and as a churchman he won the respect of every member and adherent of the church with which he was connected. He was a prominent member of the Y. M. C. A. of Quebec, and of many other institutions. The highest encomium has been passed upon him by his successor in office, who has found all the work of his department left in such a condition as to indicate the faithfulness to duty of a man whom every one liked to meet, either on business or in social friendliness.

—Dr. Klemm, in one of his late articles, calls attention to the fact that in the French schools which he has visited, he finds the subjects of the compositions taken from the studies which they are pursuing at the time. This has been the practice pursued by the writer to a great extent, and he finds the progress in the real work of composition, correct expression of thought, really better than when subjects are selected from all sources, while at the same time the facts of the science discussed become more certainly the pupil's own. There is much to be gained and nothing to be lost in this kind of composition. It is a mistaken notion that composition should aim primarily at the development of thought. The chief thing is the expression of thought in correct language. The clearer, therefore, the thought is in his mind the more readily can he express it, and no thoughts are so clear to him as those which are associated by him with his daily study.

—M. Pierre de Coubertin has inspected for himself all the great

public schools, colleges, and universities of England, and has embodied his experience in a volume entitled "L'Éducation en Angleterre," which has just been issued in Paris by the Librairie Hachette. Like most Frenchmen who have investigated our schools on the spot, M. de Coubertin has returned home full of enthusiastic praise of the English system of mental, and particularly of physical, training. He has visited Eton, Harrow, Rugby, Cooper's Hill, and Toynbee Hall, the Protestant, Catholic, and Dissenting schools, and he has something to say in praise of each. He accordingly claims for French schoolboys a similar training, both physical and intellectual, to that accorded to young Englishmen, and he condemns the system of militarism which prevails in his own country, as well as the democratic principle which accords the same education to all. This is a painful picture of the French schoolboy, as drawn by the author himself:—"In no country are collegians so awkward, so badly dressed, so rough, and so *voyou* as in France." This being the case, much bathing and boating would certainly do them good. Rough towels and yellow soap are capital educational instruments, and to judge from M. de Coubertin's strictures they are certainly required by the average French schoolboy. The author has no fault to find with anything that he saw in England, except the "carnavalesque" costume of the Bluecoat boys, whose hatless heads and grotesque accoutrements are unworthy of a civilized nation."

—The *Educational Journal* of Toronto says that "considerable dissatisfaction has been expressed at the plucking of forty per cent. of the candidates at the recent examinations of the College of Physicians and Surgeons of Ontario; but at the matriculation at London University, fifty-two per cent. were plucked and nothing was said," and we heartily endorse it when it further says:—"In all professions a rigid examination, if of the right sort, is the best means yet devised for keeping the supply down and the quality up, the two great professional needs of the day." If some one, with time on his hand, would only calculate how many M. D.'s Canadian Colleges produce in a year, his statistics would certainly lead us all to ask,—where do they go after they have passed?

—The death of Senator Ferrier has been duly recorded by the press of Canada. Mr. Ferrier was a warm friend to education,

and those of our teachers who once heard him speak at the Cowansville Convention of Teachers, must remember, how warmly he claimed sympathy for the teacher's work. For many years he was member of the Council of Public Instruction, a man courteous to all, and highly esteemed for his sterling integrity.

—NEW YORK CITY has a serious and disagreeable scandal on its hands in charges affecting its superintendent of schools, John Jasper. He refused to take up and investigate anonymous charges impugning the character of a young woman employed as a school-teacher. Miss Dodge, one of the commissioners of education, who satisfied herself that the charges had some foundation in fact, has brought about an inquiry into Superintendent Jasper's connection with the case. It will strike most sensible people that the Superintendent took the best course with anonymous charges when he refused to investigate them. It will be a serious drawback to the appointment of women to boards of education if it is followed by attaching exaggerated importance to charges of this character. The offense charged ought to be unsparingly dealt with, but it is one easily charged, and it would demoralize a force of teachers or any other body of men and women if anonymous charges of this character were given the attention they have received in New York.—*Phila. Press.*

—The New Haven Board of Education has a proposition before it for the establishing of a cooking class in the public schools. Mrs. Prof. Dana stated that she was the bearer of a petition containing the names of over 500 of the prominent ladies and gentlemen of the city asking that the Board of Education make cooking one of the prescribed studies of the public schools. She said that the cooking school at the Young Women's Christian Association of thirteen students caused an expenditure of \$300 to fit up the kitchen and they paid their teacher \$70 each month. In Boston a class of 150 girls is given twenty lessons at a total expense for materials of about \$40.

—Dr. Abbott, head master of the City of London Schools, speaking on the opinion expressed that more attention should be paid to the study of modern languages in the schools, said he did not believe there was any better chance for a lad in the commercial world because of proficiency in modern languages; the fact being that young Germans were the more readily appointed

because they were harder workers and led less indulgent lives. For his part, he believed in discipline, hard work, punctuality, and order; and if they could drive these habits into the lads, they would make them successful in commercial or any other kind of life, quite independently of proficiency in the modern languages.

—In a paper read on the physical culture of woman by Miss M. A. Chreiman in the Parke's Museum of Hygiene, Margaret-street, on the 15th March, the lecturer contended that on the proper education of girls, both as regards their physical and mental powers, depended either the advancement or deterioration of our race. It seemed a paradox that we should be constantly employed in developing horses and dogs and in rearing and transplanting flowers and plants, and yet so persistently neglecting ourselves. The conditions of a healthy existence are pure air, warmth, and the exercise of the mental and physical powers by work and play. It is the mind, and not the other vital organs, which regulate life, and it is necessary that those who have the training of childhood should form a just estimate of the child's character and physical strength or weakness. On this basis alone should the training be conducted. A proper course leads not only to a healthy body and vigorous mind, but to beauty of person. Beauty is one of those things which everyone has a right to ask for, because it is one of those things conducive to social happiness.

—At a late meeting of the London School Board, the Chairman said it might be remembered that last year, through the Lord Mayor, he received a cheque for £50, which had been collected by children in New Zealand, and which the Lord Mayor asked him to distribute among the societies providing penny dinners for poor children. In the course of the last few days, he had received direct from New Zealand a cheque for £25 from the same persons, with a request that he would distribute it in the same way to those societies which take an interest in the feeding of poor children in the London schools. Mr. Bousfield moved that the Chairman should be requested to convey to Mr. Clement Lee, of Otaki, New Zealand, the pleasure with which the Board had heard of the additional proof of the kindly and generous interest which school children in New Zealand had

taken in the welfare of the poorest children in London. Mr. Mark Wilks seconded the motion, which was carried unanimously. It is gratifying to find these interchanges of kindly acts and courtesies between those who are so far apart, and the teachers of New Zealand have been assured that the generous gifts of their pupils are highly esteemed by their brethren in the British Isles.

—Late reports are to the effect that the efforts of the Brazilian abolitionists to fix a date for complete emancipation have resulted more favorably than was expected. The bill submitted by the new ministry was passed by both Houses of Parliament on the 13th inst., and was at once followed by a proclamation of immediate emancipation by the Princess Regent. The bill provides that freedmen shall serve their present masters until next Christmas, receiving wages therefore, and confines them to their respective counties for two years, but they cease at once to be the property of those who hitherto owned them.

Literature, Historical Notes, etc.

As we approach the ancient capital of Quebec, while sailing up its harbour from the Island of Orleans, we cannot but admire the great bluff on which the city stands, with its fringe of buildings beneath and its coronet of buildings above. There is no finer blending of art and nature to be found anywhere. In the grouping of the many quaint structures, with here and there the rugged rock looking out from its summer's dress of grassy moss and fern, and crowned with terrace-wall and battlement, there is to be seen that pleasing irregularity of nature's planning which men call the picturesque; and it is not until the eye by a special effort seeks to rest upon some one of the spire-tipped buildings that any one of them seems to be more prominent than another. Unless we make exception of the new parliament house, which rises behind the town and overlooks the approach to the citadel and the Plains of Abraham, the most conspicuous of all the buildings is perhaps that of the Laval University, which, with its extending wings, commands the outer promontory of the great

plateau that runs all the way from Cap Rouge. This building, or group of buildings, reaches out to the very edge of the cliff, and, as sentinel of the arts of peace, stands rival to the bastion-guarded fortress a hundred rods away. As a well-earned monument to the prelate who laid its foundations, amid political vicissitude and turmoil, it claims the attention of all who care to trace the course of great educational movements, inasmuch as it is the "local habitation" of an institution, still weighted with the more serious of Canadian interests, and perpetuating in its work the link between the present and the past of the country. Indeed, continuing its influence, as it does, in the two great cities of the province, and spreading its roots to every town and village, through those of our curés and doctors and lawyers who have been trained in its halls of learning, the story of its growth is of increasing interest to every reader.

On one of the earliest of the many old plans of Quebec, the lands of at least two of the settlers who came over with Champlain are distinctly indicated—the Hebert and the Couillard properties. The latter extended from *Côte de la Montague* eastward to the brink of the cliff, corresponding in part with the lands on which the buildings of the Laval University now stand. In 1668, Bishop Laval, the first of a long line of Canadian prelates who have taken a zealous interest in educational affairs, purchased, from the widow of William Couillard, a small house on the site from which now runs the street bearing her husband's name, and in the fall of the same year he opened a school in it, which has ever since gone by the name of *Le Petit Séminaire*. Five years before this, under the auspices of the Seminary of Foreign Missions in Paris, Laval had succeeded in obtaining from the King of France letters patent for the establishing of what is now called *Le Grand Séminaire*, an institution having for its special aim the religious training of the clergy. But being satisfied that there was, or would be, need for a school of less pretensions for the education of the boys of his diocese, he decided to open a grammar school, which should be an appendage to the higher or more advanced school. The minor institution was, as may be surmised, a very humble venture at the first. The roll numbered fourteen pupils in all—eight French-Canadians and six Hurons,—the latter only being received as boarders, with

the intention that they might run no risk of backsliding by associating with their old friends of wigwam-life and experience. We have no means of knowing further of the early days of the smaller seminary, unless it be of the relationship which existed between it and the Jesuits' College. The course of study for it included reading, writing, catechism, and the church offices; and all boys who were sufficiently advanced in these to take up the study of the Latin and French classics, were sent over to the Jesuits, who made, as we have seen, a specialty of these subjects. The higher courses in theology were to be had only in the higher seminary; while the young men who proposed to learn agriculture or any of the trades were sent to the training school or model farm at St. Joachim, which Bishop Laval had established as the complement of his system of schools for all grades of pupils, and as a summer retreat for the clergy of his diocese.

In the following description of the St. Joachim farm we catch a glimpse of the origin of our agricultural schools:—"Everyone knows about the fine farm-school, situated at St. Joachim, on the land owned by the priests of the Seminary of Quebec, where the members of both seminaries go, every year, to rest themselves after their literary labours, and to restore their energies, by taking part in the cultivation of the fields, and by putting into execution a better plan for a model farm. This institution, so pleasant, and above all so useful to the proprietors who direct it, and so beneficial to the district of Quebec, owes its existence to Bishop Laval, who, in his wise forethought, thus wished to consecrate a quiet place for rest and observation, for priest and pupil alike, upon a spot the most romantic and healthy on the picturesque shores of the St. Lawrence. Besides being a charming place of retreat, it provides a source of revenue and a model from which much that is useful may be learned every day. Twenty-two pieces of land, acquired by Bishop Laval, are attached to the institution at St. Joachim and form model farms; and of these eleven are let to farmers of experience and by them cultivated for the Seminary, and eleven cultivated by the proprietors themselves. The profit arising from these farms constitute one of the principal sources of income to the Seminary, which is employed in behalf of religion and educational progress in the country." The pupils of the Seminary have not made a

practice of spending their vacation at St. Joachim since the year 1827.

The first building erected for the accommodation of the larger seminary was situated on the site of the present buildings—a large frame house, bearing above its main entrance the inscription, "*Seminarium Missionum Exterarum.*" During the first thirty years of its existence the school made commensurate progress, the prosperity of *Le Petit Séminaire* having had much to do with its success by supplying it with students, in addition to the strengthening it gave to whatever of a school system there was in the province at the time.

When Bishop St. Vallier came to Quebec in 1688, to assume the duties of the episcopate and to share the enthusiasm of the founder of the Seminary in educational progress, he is said to have admired the order and discipline which prevailed in the institution. "The directors who govern this house," he says in substance, "are few in number, and if they had less of grace and activity than they have, it would be impossible for them to do all that they are called upon to do. Their disinterestedness, their charity, their industry, and the manner in which they inspire all those who are under their care, is a very pleasant consolation to me."

Misfortune, however, laid its hand upon the Seminary in 1701, when the first of the three disastrous fires, which have marked the annals of the institution, consumed the college property, to be followed four years after by another accident of the same kind. In the days when the principle of insurance had not found outlet in the practical, these events drew heavily upon the resources of the episcopate; and, on account of them, Bishop Laval had to lay aside his project of establishing a school for boys at Château Richer, notwithstanding the fact that he had actually erected a building at that place for the purpose. A much heavier calamity, however, than these befel the Seminary in 1708, when its beneficent founder passed away from the activities of this life, at the ripe age of eighty-five. The fostering of the Seminary was Laval's life-work in Quebec. He arrived in Quebec in 1659, thus being able to give nearly half a century of his prolonged career to the cause of education in Canada. When he retired from his active official duties as superior of Quebec,

he made arrangements whereby all his property should be given to the institution he had founded. In the fate of this school of his at sundry times he may have seen his labours but ill repaid; but before his death he had the consolation of seeing the lines of permanency laid deep enough to resist the encroachments of time.

Along with Laval, when he sailed from France for the first time, there came from the diocese of Bayeux a young man, whose name was Henry de Bernières. During the voyage, the young Frenchman decided to become a priest, and a few months after his arrival he was ordained in the chapel of the Jesuits. When the Seminary was founded, he was chosen its first superior, an office which he continued to hold until the appointment of Des Maizerets, who had joined Laval on his return from a visit to France in 1663. For thirty-one years, the latter remained at the head of affairs, ably seconding the efforts of his bishop in maturing the educational interests of the province. Some years ago, as they were digging up the grave of M. Laverdière, the faithful antiquary of Quebec, a leaden casket was found containing the heart of one who had been buried a hundred years before in the same spot, and bearing an inscription which identified the contents as part of the remains of the second superior of the Laval Seminary. Des Maizerets died in 1721. For nearly sixty years, he was a prominent figure in all religious and educational movements connected with his church, and, as is said of him by a contemporary, all Canada rests under an obligation to him for the interest he took in the education of the young.

In 1757, the premonition of evil things had fallen upon Quebec, and the Seminary did not escape the gloomy influence. Famine stared the people in the face, and the priests of the Seminary were obliged to send away their pupils simply for want of food for them. Next year, in charity, they gave an asylum to a number of starvings, feeding their bodies with but scanty rations, and trying to make up for it by storing their minds with the good things in philosophy. But when the danger of war drew nearer to Canada, when through the streets of Quebec there rang the tidings that Louisburg had fallen, and nearly all the students who remained were drafted as soldiers, the priests were forced to close the doors of both seminaries. Then it was, that

the classes, or all that was left of them, took refuge in Montreal, where the college was kept alive by the directors until its removal to Quebec in 1763. The time of distress is seldom time lost, if it be followed by a determination to grow in experience and courage. Indeed many of those who were students of the Seminary at this period of reversal in its fortunes, subsequently became prominent citizens, one of them becoming bishop and the founder of the College of Nicolet.

From the time of the conquest, the Laval Seminary has continued to prosper, growing in wealth, in numbers and in fame. All but ruined by famine and war, it soon found its energies revived by the courage of Bishop Briand, who came to Quebec at a time when the superior of Quebec had neither palace nor revenues. From the time of Laval to the time of Hubert, the bishops had their private apartments in the Seminary buildings, where, as the latter says, they had their bed and board free of charge; indeed, the relationship between the episcopate and the directorate of the Seminary was as intimate then as it is now, and when the Treaty of Paris assured Canada of peace, and removed all barriers to the return of the seminary classes to Quebec, the directorate had interest enough with the episcopate to command its cooperation in the attempts to recover lost ground. The manner in which the new bishop was received by his people gave him an influence at once which the Seminary soon felt working in its favour; and when we wander through the courtyards and lanes within the massive pile of buildings which now overshadow the site of Madame Couillard's house, in which the fourteen pupils of the Little Seminary intoned their first oraison, we cannot but admire the enterprise which has achieved so much for education. The history of the students who have run about these enclosures is the history of the country; since it is among them we find in embryo many of the more prominent of those French-Canadian jurists, authors, poets, doctors, and publicists, whose names are a household word among their compatriots. After the opening of schools in the country districts, events in connection with the seminaries guide us towards the time when these institutions were crowned with university powers by royal charter, but these can better be grouped under the history of Laval University, which must appear further on in our narrative.

HOMER'S ILIAD—BOOK IV.

As when a wind on ocean's sounding shore,
 Born of north-western breeze, incessant moves,—
 At first it crested curves along the deep
 Till, dashed against the land it roars aloud,
 And, swoln, bursts upon the headlands round,
 And spits in spray the reaming salt sea-foam,—
 So did the Grecian phalanx, thick arrayed,
 Continuous move to join the impending fray.
 Each Chieftain led his own: the residue
 In silence moved apace,—nor yet perchance
 Would you have said that there a teaming host
 Came up, who in their breasts had power of speech,
 So silently they revered their chiefs.
 About them shone their variegated arms,
 With which adorned, they advanced in battle-line.
 But, as the ewes of some land-owner rich
 Stand countless in their fold, while being milked,
 And bleat incessant, as their lambkins' cries
 They hear, so were the Trojans; thus their din
 Arose and spread throughout the army wide.
 Nor was the shout of all alike, nor yet the voice:
 Their speech was mixed, since called they were from many climes.

There Mars pressed on; but those Minerva urged,
 The blue-eyed one, and Terror, Rout, and Strife
 Relentlessly enraged,—the last, of cruel Mars
 The help-meet sister, lifts her head, that is
 But small at first, though afterwards in heaven
 She finds it place and stalks along the earth,—
 And she it was, who, passing through the throng,
 Contention cast among them, dire to all,
 Thus giving edge to human lamentation.

But when they, meeting, came to common ground,
 At once together rushed both spears and bull-hide shields
 And might of warriors clad in brazen mail.
 Against each other clanged their targes bossed
 And great arose the dreadful battle din.
 Then there was heard the shouts and groans of men,
 Some slaying, others being slain.
 The earth was drenched with blood. Indeed,
 As, rushing down the hills, the torrents wild,
 From swelling source, oft mix their headlong streams
 Near by the meeting place of mountain glens,
 Within some echoing vale, till even the swain
 On hillside hears the distant roar,—so rose

The panic-shouts of those thus locked in strife.
 And first Antilochus a Trojan slew,
 One valiant in the van, brave Echepol
 Thalysius' son. Him struck he first
 Upon his helmet's horse-hair crested cone :
 Right through his forehead' crashed the brazen point
 And pierced the bone, when darkness veiled his eyes :
 So, like a tower in conflict fierce, he fell.
 The chief of all the Abantes, stout of heart,
 Chalcodon's son, the king of Elphenor
 On him, thus prostrate, by the feet laid hold,
 And, in his haste, was dragging him beyond the darts,
 That of his mail he might at once him spoil.
 But this attempt of his had speedy end ;
 For brave Antenor saw him drag the dead,
 And with a brazen lance did pierce his side,—
 The side exposed to view beneath his shield
 As he did stoop ; and so his limbs relaxed.
 His spirit left him thus ; while o'er him rose
 A struggle fierce of Trojans and of Greeks :
 Like wolves they on each other headlong rushed,
 Each hero bearing down upon his foe.

Then Telamonian Ajax Simoisius smote,
 Anthemion's son,—a youth of blooming years,
 Whom formerly his mother had brought forth
 Beside the banks of Simois' winding stream,
 When she, by chance, her parents did attend
 From Ida's slopes to view the Phrygian flocks ;
 And thus it was they called him Simoisius.
 Alas ! his parents dear he ne'er repaid
 The recompense of birth : his life was short,
 Since slain he was with spear of Ajax brave.
 For foremost in advance, him Ajax struck
 Upon the breast, and through his shoulder passed
 The brazen dart outright. Amid the dust
 Upon the ground he fell, like poplar tree
 That hath up-grown in humid meadow soil
 Of some great marsh ; symmetrical in shape,
 Even branches flourish on its very top
 Which chariot-wright lops off with glittering steel
 To bend the fellow of some splendid car :
 Upon the river's bank it lies to dry.
 And thus it was the high-born Ajax spoiled
 Young Simoisius, Anthemion's son.

But Antiphus, in corslet bright attired,

At Ajax from the crowd with weapon keen took aim :
 From him it glanced aside ; but in the groin
 It Leucus struck, Ulysses' faithful friend,
 While in the act of dragging off the dead.
 Alas! he fell, and from his ruthless hand
 There dropped the corpse of Simoisius.

And then, in turn, for friend thus fallen low,
 Ulysses was enraged within his soul.
 Full armed in burnished brass he headlong rushed
 Right through the van, and drawing very near,
 He stood, and glancing keenly all around,
 He shot ahead his glittering spear.
 The Trojans checked their pace while thus he thrust ;
 And yet 'twas not in vain he hurled his spear,
 For strike he did Democöon, the son
 Of Priam, he who from Abydos came,
 From tending of the swift-paced royal steeds.
 Ulysses, raging for his comrade lost,
 Him struck upon the temple with his lance,
 And through the other temple passed the point,
 Till darkness veiled his sight. He, fallen prone,
 Made clanging noise as on him crashed his arms.

Illustrious Hector and the lines in front
 Fell back. The Argives cried aloud, and dragged
 The dead away, then further forward rushed.
 But Phæbus, looking forth from Pergamus,
 Felt deep enraged, and sending forth his voice,
 The Trojans thus addressed :

“Arouse ye then,
 Ye steed-subduing Trojans! Yield ye not
 The battle to the Greeks, since stone nor iron
 Is flesh to them, when they are stricken down,
 That it withstand the muscle-rendering brass.
 Nor does Achilles, fair-haired Thetis' son,
 Have portion in the fight, but near his ships,
 Doth nourish still his soul-disturbing spleen.”

Thus from the city spoke the dreadful god :
 But Jove's own daughter, illustrious Triton queen,
 While passing through the host did rouse the Greeks,
 Where'er she saw them giving way.

Then fate gat hold of Amarynceus' son,
 Diores ; for above the ankle joint,
 His dexter-limb was struck with jagged stone :
 And Pirus, son of Imbrasus, who came
 From Ænos, leader of the Thracian braves,

He it was who struck him ; and both bone
 And sinew, recking not, the stone had crushed entire.
 And, prone amid the dust, he fell with hands
 Outstretched towards his friends, while forth he poured
 His soul. And Pirus, he who had him struck,
 Made haste and pierced him with his spear,
 So that death's shadows fell upon his eyes.

Then rushing with his couched lance
 Ætolian Thoas Pirus struck abreast,
 And in his lungs the brass took bitter hold.
 Near by him Thoas came and from his breast
 The mighty weapon drew : his keen-set sword
 He then unsheathed, and with it him did pierce
 And thus, alas ! did him deprive of life.
 Yet of his arms he did not him despoil ;
 For near him stood his crested ally-friends,
 A-brandishing in hand their long-drawn spears,
 With which they drove him in retreat from them,
 Though strong and valiant-glorious he was.
 Thus near each other lay these two in dust,—
 Diores, leader of the Epeans brazen clad,
 And Pirus, leader of the Thracian clans :
 And many others else were slain around.

Nor longer then could any one at all
 The action blame, who, neither near nor far
 Annoyed by sharpened brass, might busied be
 Within the melee's midst, and whom indeed
 Minerva, taking by the hand, might lead,
 And from him turn away the force of darts.
 For Greeks and Trojans many lay that day
 Prone in the dust beside each other's clay.

Practical Hints and Examination Papers.

Herbert Spencer says :—"In education the process of self-development should be encouraged to the fullest extent. Children should be led to make their own investigation, and draw their own inferences. They should be *told* as little as possible, and induced to *discover* as much as possible. Humanity has progressed solely by self-instruction ; and that to achieve the best results, each mind must progress somewhat after the same fashion, is continually proved by the marked success of self-made men. Those who have been brought up under the ordinary school-drill, and have carried away with them the idea that education is practicable

only in that style, will think it hopeless to make children their own teachers. If, however, they will call to mind that the a'-important knowledge of surrounding objects which a child gets in its early years is without help,—if they will remember that the child is self-taught in the use of its mother-tongue,—if they will estimate the amount of that experience of life, that out-of-school wisdom which every boy gathers for himself,—if they will mark the unusual diligence of the uncared-for London gamin, as shown in all the directions in which his faculties have been tasked,—if further, they will think how many minds have struggled up unaided, not only through the mysteries of our irrationally planned curriculum, but through hosts of other obstacles besides; they will find it not an unreasonable conclusion, that if the subjects be put before him in right order and right form, any pupil of ordinary capacity will surmount his successive difficulties with but little assistance."

—There is a hint for teachers in the following in two ways. "They will readily put it in practice should they find themselves in the predicament of the traveller. If they can see the analogy between the advice of the engineer, and the true method of dealing with faults in children, it will not be lost upon them, during the moments when discipline is required. "A few years since, I was riding on an engine. The engineer threw open the front window, and I caught a cinder that gave me the most excruciating pain. I began to rub the eye with both hands. 'Let your eye alone and rub the other eye (this from the engineer). I know you doctors think you know it all; but if you will let that eye alone, and rub the other one, the cinder will be out in two minutes, persisted the engineer. I began to rub the other eye, and soon I felt the cinder down near the inner canthus, and made ready to take it out. 'Let it alone and keep at the well eye,' shouted the doctor *pro tem*. I did so for a minute longer, and looking in a small glass he gave me, I found the offender on my cheek. Since then I have tried it many times, and have advised many others, and I have never known it to fail in one instance (unless it was as sharp as a piece of steel, or something that cut into the ball, and required an operation to remove it.) Why it is so, I do not know; but that it is so, I do know, and that one may be saved much suffering if one will let the injured eye alone, and rub the well eye."

—"Perhaps a little of my experience would encourage *Hopliss* in checking tardiness," says a teacher. "I always make it a rule to have some pleasant and instructive general exercise after the opening exercises, both morning and afternoon. Singing, memory gems, a short drill connected with some of the lessons, committing and copying of a selection previously placed on board, while a few may be reciting, a short exercise in drawing or writing, formation of letters, and exercise on sounds of letters, etc. I bring in nearly all my Friday afternoon work in this way and serve a double object, making a pleasant beginning, which at once secures promptness, and a tardy scholar is an almost unheard of

thing; and giving no excuse for the boy who would stay at home Friday afternoon 'because he has a piece to speak.' I take but a few minutes only, but the results are so large, I would rather give up the rest of the day than this, and so I think would the children."

—Hints from the *Cincinnati School Journal*: 1. With beginners in every study, the first process must be learned slowly and very thoroughly by long continued reiteration. The important point is not how much, but how well. 2. Make the text-book subordinate to skilful teaching. The book is designed only as an aid both to pupil and teacher. 3. You can best show your pupils how to study a lesson by going over it with them in advance. In many lessons pupils do not know what to study or how to study. 4. Make the lessons short. 5. As a rule, when conducting a recitation, stand. "In Germany," says Horace Mann, "I never saw a teacher hearing a recitation with a book in his hand, nor a teacher sitting while hearing a recitation." 6. Use your eyes. Look your pupils in the eye when you question them, and make them look you in the eye when they answer. 7. Keep your voice down to the conversational key. 8. Lighten up your class with a pleasant countenance. 9. Have something interesting to say to your pupils at every recitation. 10. In general, put your questions to the whole class in order to make every pupil think out the answer; then, after a pause, call upon some pupil to give it.

EXAMINATION FOR GRADE I MODEL SCHOOL.

(Only one question to be answered from each section.)

GEOGRAPHY.

SECTION I.

1. Name the coast-waters of southern Asia, and the countries which they touch. Write opposite the name of each country the name of its capital or chief city.
2. In what respects does the peninsula of Spain and Portugal resemble Arabia? Draw a map of either peninsula, inserting at least ten names of places.
3. What are the mountain ranges of Africa? Name all its large rivers and describe the course of any one of them.

SECTION II.

4. Name the principal rivers of France or of Russia, and also the principal towns situated on or near them.
5. Write all you know about China, and draw a map of the country.
6. What are the following and where are they situated:—Matapan, Mozambique, Celebes, Archangel, Berne, Aden, Carpathians, Sebastopol, Toulouse, Dwina, Indus, Siam, Manilla, Tonquin, and Bristol?

SECTION III.

7. Name the great mountain ranges of Asia, with its plains and rivers. What are its inland seas or great lakes?

8. Describe the short route from London to Bombay by way of the Suez Canal.

9. Write out a list of the countries of Africa, with one fact of importance connected with each.

ARITHMETIC.

SECTION I.

1. Simplify : $2 + (\frac{1}{2} \text{ of } \frac{3}{10}) - \frac{1}{21}$, and $(6\frac{1}{2} \div (2\frac{1}{3} + \frac{1}{2} - \frac{1}{3})) + \frac{1}{10}$.

What is the difference between a compound fraction and a complex? Give examples of the various kinds of vulgar fractions.

2. How do decimals differ from vulgar fractions? Reduce the following decimals to vulgar fractions:—6·04, 38·83, ·0068, 2·00005, and ·0303; and reduce the following vulgar fractions to decimals:— $3\frac{1}{2}$, $9\frac{3}{10}$, $\frac{1}{2}$, $2\frac{1}{4}$, $16\frac{1}{4}\frac{3}{8}$.

3. How many times can ·0087 be taken from 2·291? What fraction will the remainder be of the former?

SECTION II.

4. Simplify : $\frac{3\frac{3}{4} - 2\frac{1}{2} + \frac{1}{10}}{6\frac{1}{2} \text{ of } 5\frac{1}{4} \text{ of } \frac{1}{11}}$ and $\frac{·006 + 3·35 - 1·00004}{6·75 + 3·35}$.

5. What is the rule for working such a sum as the following:—Find the simple interest of \$563·735 for 7 years 6 mos. at $3\frac{1}{2}$ per cent. Solve the sum, and explain the terms *interest*, *principal*, *rate*, *time*, and *amount*.

6. What per cent. is 32 of 5643? Take 5 per cent. of \$1653·52 and 23 per cent. of \$6586·32; add the results together, multiply the sum by ·000658 and divide the product by 68·35.

SECTION III.

7. The population of a city decreased $33\frac{1}{2}$ per cent. between the years 1861 and 1871, and increased 25 per cent. between 1871 and 1881. The population in 1861 was 32,965, what was it in 1881?

8. What vulgar fraction is equivalent to the sum of 14·4 and 1·44 divided by their differen

9. Find the least common multiple of 44, 126, 198, and 330. Find the highest common factor of 35175 and 236845. How many times does the sum of $12\frac{1}{2}$ and $8\frac{1}{8}$ contain their difference?

ENGLISH GRAMMAR.

SECTION I.

1. Analyse the following sentence and parse each word in it:—"Within the mass, slowly and silently, the force of gravitation is compressing the particles in its giant hand."

2. Name the parts of speech that are inflected for number. Define them, and write a sentence containing them.

3. How many tenses are in the indicative mood of the active verb *to love*? Conjugate the verb *to be* in these tenses.

SECTION II.

4. What is meant by the comparison of adjectives? How many ways are there of forming the comparative and superlative degrees of adjectives. Give six examples illustrating each method.

5. Name the various terms you use in analysing a simple sentence. Explain each term in your own words.

6. Construct a simple sentence containing at least fifteen words, and analyse it.

SECTION III.

7. What is meant by *case*? How many *cases* are there? Explain them. Arrange in a table the case-forms of the personal pronouns, singular and plural.

8. Write the possessive plurals of:—*Woman, fox, sheep, turkey, lady*; the present tense, past tense, present participle, and past participle of *run, think, throw, lie* and *lay*; and name six nouns that form their plurals irregularly.

9. Name the various kinds of nouns and define them with examples. Name also the various kinds of verbs and define them with examples.

BRITISH AND CANADIAN HISTORY.

SECTION I.

1. Name five of the great events of English history before the Norman Conquest. Describe any two of them.

2. Where are the following places and what important events took place near them:—Gibraltar, Blenheim, Acre, Bannockburn, Pinkie, Runnymede, Bosworth, Rouen, Utrecht, Fotheringay?

3. Name the sovereigns of the Stuart Line, and describe one prominent event connected with the reign of each.

SECTION II.

4. Name five of the chief events of Canadian history after the Conquest, and describe minutely any one of them.

5. Who were the Governors of Canada previous to Frontenac's time. What prominent event marks the rule of each of them?

6. Where are the following places, and what event is connected with each of them:—Louisbourg, Detroit, Prescott, Montreal, Three Rivers, Sorel? In what connection do the following names occur in Canadian history:—Laval, Cabot, Talon, Bigot, Mackenzie, Papineau, Durham, Amherst?

SECTION III.

7. Describe the battle of Crecy or of Waterloo. Describe the last siege of Quebec.

8. Give an account of the Gunpowder Plot, the Restoration, and the Reform Bill of 1832.

9. Give an account of Champlain's voyage up the Ottawa, and name the various tribes of Indians in the country at the time.

ENGLISH.

SECTION I.

1. Where do the following passages occur? Give the meanings of the words in italics:

The crag is high, the scarp is deep,
 Yet *shrink* not from the *desperate* leap.
 One may smile and smile and be a villain.
 My little ones kissed me a thousand times o'er,
 And my wife sobbed aloud in her *fulmess of heart*.
 But we *steal*fastly gazed on the face of the dead,
 And we *bitterly* thought of the morrow.

2. Give an account of Addison's visit to Westminster Abbey in your own words.

3. Write sentences, each containing at least twenty words, one of the words in the first sentence being *hazardous*, in the second, *consideration*, in the third, *decision*, in the fourth, *ability*, in the fifth, *examination*.

SECTION II.

4. Name the authors of the following selections from the reader:—The Loyalists, and the Creation of the Earth. Make a summary of either lesson.

5. Give the derivation of *independence*, *respect*, *relations*, *conclusion*, *atmosphere*, *concur*, *constitute*, *affinity*, *primitive*, *exterior*.

6. Write a short essay on any distinguished English poet.

SECTION III.

7. Reproduce the extract which has been read twice in your hearing by the examiner or teacher.

DRAWING.

1. While the pupils are engaged with their English paper, the teacher may place on the black-board the figure on page 23 of the Canadian Drawing Course, and this may be copied in pencil by each candidate on half a sheet of foolscap. The figure must be at least five inches long.

2. Instead of the above the teacher may place on the black-board the following figures to be sketched by the pupils: a leaf, a vase, a box, and a chair.

Correspondence.

T. R. Your appreciation of the articles you refer to in your letter gives encouragement to those whose interest it is to work in the interests of the teacher. The teacher, who knows how to appreciate, has an enthusiasm in his manner of thinking which always tends to make his own work one of pleasure and daily profit. A teacher, not long ago, was overheard making some depreciating remarks about the ingratitude of those for whom he was spending his strength, seemingly in vain, as he said. Perhaps it never struck him that the doing of one's duty faithfully carries with it its own reward.

Elementary Teacher. There are no exemptions in writing for the diploma you mention. All the papers have to be taken at the examination in July.

Candidate at the late examinations will find, on further examination of the questions referred to, that they are within the scope laid down by the Course of Study. We are glad to learn that he had no difficulty in answering a full complement of the questions, notwithstanding the apparent discrepancy.

Next Year. We have said elsewhere that the examination papers will be published in the *Record* from month to month, those of Grade I. Model School appearing in this issue. We may add that the same will be done with the papers for Teacher's Diplomas. You are quite right when you say that a careful examination of these papers will help you in your work.

Sol-Fa System. The little books you refer to are published by the Canada Publishing Company, Toronto, and are very creditable to the compiler. Mr. Dawson, the teacher of the Sol-fa System, will not be at the Institutes, as was at one time expected. He has been appointed to a position in the United States.

Enquirer. John Amos Comenius was born at Comna, near Brünn, on the 28th of March, 1592. It was in 1641 he was invited to England to assist in reforming the system of public instruction. His celebrated work *Orbis Sensualium Pictus* is being published this year.

[The field in our province is very well occupied by the *Star*, through its columns of "Notes and Queries," but we shall be glad to assist our teachers through the *Record* in solving any of those intricate literary difficulties which so often fall in our way.]

Naturalist. An excellent book on the classification of birds in Canada has been published by the MacMillans, of St. John, N.B. You cannot do better than make use of Gray's Advanced Text Book. On Geology, the best elementary text-book on the subject we have seen has just reached its twelfth edition and is published by William Blackwood & Sons, Edinburgh. It is Page's Introductory Text-Book of Geology.

History. The paper you refer to has not yet been published. There can be no reasonable doubt that the tomb was situated near the site of the old Parliament Buildings.

Disciplinarian. We cannot give you better advice than what you may draw from the following words of Dr. Morrison: "Were it kept constantly in mind, the absurd lengths to which place-taking is carried would be modified, if indeed the practice were not altogether given up. Were we able to classify our pupils so that every child in a given class had the same mental powers equally developed, there might be room for, and decided benefit in, place-taking; but as we cannot, in the nature of the case, so classify them, we may, by allowing place-taking, be doing grievous injustice to the boy who is dux, as well as to the boy who is at the opposite

end of the class. The one we may be praising for what it was merely his duty to do, and the latter we may be blaming for not doing what it was out of his power to accomplish. And so is it in the case of punishment. Of two boys who have both failed in the same task, the one may deserve punishment, the other may not. The one was able to perform the task, but did not do it; the other would gladly have done it, but could not."

Specimens of Work. The month of June, after the examinations are over, is an excellent time for the lighter subjects of elocution, drawing, music, etc., when preparations may be made to have the closing exercises as interesting as possible. The specimens may be sent in at the end of the year.

Publications about to appear. D. C. Heath & Co. will issue in a short time *Compagre's "Letters on Pedagogy,"* as a companion volume to the "History of Pedagogy." The same firm is preparing for publication *Strange's Exercises in English,* and *Williams's Practical Composition*; also, *Dr. Parfield's Chemical Problems.* Next month, a translation of *Paolo Mantegazza's Testa, A Book for Boys.* S. S. Bamer & Co. have prepared for publication *Steele's Popular Physics.*

One of our elementary teachers (E. M. G.) writes to tell us that during the past year she has had charge of a small class of French Protestant children. "They were principally bright, diligent pupils," she says, "and the one or two lazy ones were not favorites with the rest. The school is in good order now, and even the prospect of a vacation does not wholly reconcile the children to the closing of school. 'If you would only come back in a week or two we should all be so glad,' remarks one. Upon several occasions I have had to confess ignorance of out-of-the-way points, but always answered questions as soon as possible. I have found it beneficial sometimes to ask unexpected questions and leave them to be answered after enquiry has been made. It is encouraging to find that interest begets interest, and that the generality of children are not commonplace."

Books Received and Reviewed.

THE PRELUDE, or Growth of a Poet's Mind, an Autobiographical Poem by William Wordsworth, with notes by A. J. George, A. M., Boston University, and published by D. C. Heath & Co., Boston. The noblest study of man is man, and only through the student's own nature can 'he light of human worth and enthusiasm pass a medium to refresh his own soul. As an example of this is the *Prelude*, a poem which has been somewhat neglected, but which should be, and is, a favorite with those who delight to read their own experience in the life of the man who found his greatest pleasure within and near. Mr. George's edition of this poem is preceded by a preface, illuminated with quotations of excellent

choice, which every student of Wordsworth will delight to read; while the notes at the end of the column make the book as valuable as if it contained an extended biography of the "Father of the Lakists." The publishers are to be commended for the manner in which the book has left their hands,—a neat volume, and well printed, as all their publications are.

CARDINAL WOLSEY, by Professor M. Creighton, published by Messrs. Mac-Millan, London and New York. This is the record of a series of historical works entitled *Twelve English Statesmen*, and sustains the interest with which the inauguration volume, *Freeman's William, the Conqueror*, was greeted. The picture which Professor Creighton has drawn of the great English Cardinal shows how much there was in his dying words. To serve Henry was the chief end of Wolsey, and not to reach the popedom, as has been so long imagined. In the book before us, we have the epitome-record of a man, who raised England to the most prominent position in the counsels of Europe, and all the pomp and glitter the great churchman has been blamed for had but one purpose, the glorification of old England and her king. The student of history owes Professor Creighton a deep debt of gratitude, for the best sketch of Wolsey that has ever been written.

PILGRIMS AND PURITANS, by Nina Moore, and published by the Messrs. Ginn & Co., Boston. What a delightful little book this is for the youthful student who wants to know of the early coming and staying of the Puritan Fathers in the most prominent of the New England States! Miss Moore merits commendation of the highest kind for her work in behalf of young readers, and we have no doubt her pioneer volume will sell well. The publishers' work, as usual, is excellent.

AN EXPLANATORY DIGEST of Professor Fawcett's Manual of Political Economy, by Cyril A. Waters, B.A., and published by the Messrs. Mac-Millan & Co., of London and New York. A book like this has long been sought after by the student preparing for an examination on Political Economy. As a text-book it may be classed with these helps to memory which are so necessary in knowing exactly how to answer problems which often involve the waste of a good deal of rhetoric, as in metaphysical science and sociology. The book is worthy the attention of our professors.

OLD SOUTH LEAFLETS include twelve tracts containing information which is not always at hand for the historical student. They are published by Messrs. D. C. Heath & Co., Boston, who are ready to supply them at five cents a copy, or a hundred for three dollars. They comprise the following: No. 1. Constitution of the United States. 2. Articles of Confederation. 3. Declaration of Independence. 4. Washington's Farewell Address. 5. Magna Charta. 6. Vane's "Healing Question." 7. Charter of Massachusetts Bay, 1629. 8. Fundamental Orders of Connecticut, 1638. 9. Franklin's Plan of Union, 1754. 10. Washington's Inaugurals. 11. Lincoln's Inaugurals and Emancipation Proclamation. 12. The Federalist.

A TREATISE ON ALGEBRA, by Charles Smith, M.A., and published by the Messrs. MacMillan, London and New York. As an Algebra which will recommend itself to our mathematicians, we have much pleasure in drawing attention to this work. Mr. Smith is Fellow and Tutor of Sidney Sussex College, Cambridge, a thorough mathematician himself, and, as a teacher, well acquainted with all the minute knowledge of the subject which is required by the examiner for a successful pass. He has spared no pains to ensure variety and interest in the examples. As he says himself, hundreds of examination papers have been consulted by him in the preparation of this work, including, with very few exceptions, every paper which has been set in Cambridge for many years past.

A SYSTEMATIC TABLE OF CANADIAN BIRDS, by Montague Chamberlain, and published for the author by Messrs. J. & A. MacMillan, St. John, N. B. The excellent record which Mr. Chamberlain has made for himself as a naturalist in a comparatively short time cannot but be further enhanced by the issue of this fine work on the birds of Canada. It supplies a want which every Canadian ornithologist and taxidermist has mourned over time and again. The introduction is written with an eye to the encouragement of bird-study, and in it there is expressed the hope that the Government will do something towards the providing of a collection of both mammals and birds, which will be of service to the young naturalist in making his experiments and identifications, and not merely for show as nearly all the Canadian collections of the present time are. We congratulate Mr. Montague on the fame he has attained to, and trust that his coming book, the *Bibliography of Canadian Ornithology*, will bring him the reward which his industry merits. The *Systematic Table* is a fine piece of typographical art, equal to anything we have seen from a Canadian printing office.

THE CANADIAN MUSIC COURSE, Book 2, by Alexander T. Cringan, and issued by the Canada Publishing Company, Toronto. The teacher who knows anything of the sol-fa system should send for a copy of this work. There is in it a fine collection of part songs, which will certainly be popular with the children. It fully sustains the excellent character of the First Book, or Introduction to the study of music according to the Sol-fa system of notation.

HELPS TO THE INTELLIGENT STUDY OF COLLEGE PREPARATORY LATIN, by Karl P. Harrington, M.A., and published by Messrs. Ginn & Co., Boston. This is a compilation which will hardly recommend itself to any one who is not a votary of "cram." To the teacher it may be useful, but in the hands of pupils it would be a little out of place. We think the author goes a little too far himself when he says that certain questions are conundrums which the pupils in our grammar schools could not answer. We all have had the notion at one time that a schoolboy knows less than we do; but when we come to know more ourselves we soon find out our mistake.

ARMY EXAMINATION PAPERS from 1882-1887, published by MacMillan & Co., London and New York. This is a collection of examination questions in Arithmetic, Algebra, Euclid, Geometrical Drawing, Geography, French, etc., which would be of service to any one preparing for an elementary examination. These are published in handy form.

AN ELEMENTARY TREATISE ON KINEMATICS AND DYNAMICS, by James P. Macgregor, M.A., D.Sc., Professor in Dalhousie College, Nova Scotia, and published by MacMillan & Co., London and New York. This is a book which does credit to the ambitions of a Canadian, who takes unchallenged the highest rank among the mathematicians of America. The book is the outcome of the professor who remains a hard student even when he knows his subject well; and such a teacher Dr. MacGregor seems to be. As a text-book, the order is changed from the ordinary text-book on motion, velocity, and acceleration, the experience of the class-room having suggested many improvements in this and other subjects. The selection of examples in the book which are drawn from many sources, are illustrative of the vast research and industry of the author.

EPITOME OF ANATOMY, by H. H. Culver, and published by Ginn & Company, Boston, would be of great service to our teachers while giving the weekly lessons in Physiology and Hygiene. The teacher is but a poor one, who has not made discovery of the diagram as a powerful memory help; and such a book as this forms an excellent guide to those who can make a good use of the black-board.

SEASIDE AND WAYSIDE, No. 2, by Julia McNair Wright, illustrated by C. S. King, and published by D. C. Heath and Co., Boston. A parent has only to see such books as this in order to learn how interesting natural history can be made even to the very young. We intend to experiment with them, and will give our experience by and by.

OTHER BOOKS received and to be reviewed next month:—*Lock's Arithmetic for Beginners*; *Remsen's Elements of Chemistry*; *Classics for Children*; *A Second School Poetry Book*, by M. H. Woods; *Robinson Crusoe* of the Blackwoods; *Calvert's School Readings in the Greek Testament*; *Fasnacht's Progressive French Course*; *Milne's Problem Papers*.

Our *New Exchanges* are gratefully received: *The Popular Educator* of Boston, the best of its kind; *The Young Idea*, a capital paper for the young published in Boston; *Literature*, an Illustrated Weekly Magazine published by John B. Alden, the most enterprising of publishers; *The Canadian Record of Science*; *The Children's Hour*, full of amusement for the elementary school Friday afternoons.

Official Department.

THE PROTESTANT DIVISIONS OF THE BOARD OF EXAMINERS will meet on Tuesday, the third of July, at 9 a. m., as follows:—

Name of Board.	Place of Meeting.	Secretary.	Address.
Bedford	Sweetsburg	Jas. D. Bulman	Sweetsburg.
Bonaventure.	New Carlisle.	W. Blaylock.	Paspebiac.
Gaspé.	Gaspé Basin.	W. H. Annett	Gaspé Basin.
Montreal.	32 University Street.	G. W. Parmalee.	McGill Norml. School.
Ottawa.	Aylmer	Alf. Driscoll	Aylmer
Pontiac	Portage du Fort.	C. J. Rimer.	Port'ge du Fort
Québec	High School	Dr. Harper.	Québec.
Richmond.	Court House.	C. P. Cleveland.	Richmond.
Sherbrooke	Young Ladies' Ac'dy.	H. Hubbard	Sherbrooke.
Stanstead	Court Room	A. N. Thomson.	Stanstead.
Three Rivers.	City Hall.	Alex. Houliston, B.C.L.	Three Rivers.

Candidates are required to forward to the Secretary, fifteen days before the meeting of the Board, (1) an application, (2) a certificate of age, and (3) a certificate of moral character according to the authorized form signed by the minister of the congregation to which the candidate belongs and by at least two school commissioners or trustees.

The form of certificate of moral character is as follows:

“This is to certify that we, the undersigned, have personally known and had opportunity of observing _____ for the _____ last past; that during all such time, his life and conduct have been without reproach, and we affirm that we believe him to be an upright, conscientious, and strictly sober man.”

TEACHERS' NORMAL INSTITUTES.

The following circular has been issued to the secretary-treasurers of Protestant school municipalities:

QUEBEC, 20th June, 1888.

SIR,—I have the honor to direct your attention to the following programme of Teachers' Normal Institutes to be held during the second and third weeks of July, as follows:—

Tuesday, July 10th, at Lennoxville and Aylmer.

Tuesday, July 17th, at Cowansville and Lachute.

Each Institute continues in session four days. Lectures are given upon the teachers' work in the Elementary schools by the Professors of the McGill Normal School and others to the great advantage of the teachers and the schools. These teachers' gatherings have been productive of great good in increasing the efficiency of the teachers and making the schools conducted by them more valuable to the parents. Attendance at these institutes is now one of the conditions of obtaining a first-class diploma, and it is important, for this and for other reasons, that there should be a large attendance of teachers. I have, therefore, to request that you and your School Board will encourage the teachers of your municipality to attend one of these institutes, (1) by notifying them to that effect, (2) by providing that your school shall not be in session during the week in which the institute of your district is in session, and (3) by providing that no meetings of your School Board for the engagement of teachers, etc., shall be held by your School Board during that week.

I have the honor to be, Sir,

Your obedient servant,

GÉDÉON OUMET,

Superintendent.

NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, by an Order-in-Council, dated—

7th April, 1888, to detach certain lots from the municipality of Ste-Marie, Co. Beauce, and to annex them to the parish of Ste-Marguerite, Co. Dorchester, for school purposes, (O. G., p. 845.)

19th April, to appoint five School Commissioners for the new municipality of Plessisville, Co. Megantic, and five for the new municipality of the village of Carillon, Co. Argenteuil.

18th April, to erect a new school municipality under the name of "Bois de l'Ail, Co. Portneuf, (O. G., p. 895.)

To detach certain lots from the municipality of St. Esprit, Co. Montcalm, and to annex them to the municipality of Ste. Julienne, same County, for school purposes.

To erect a new school municipality under the name of "St. Benoit," Co. Témiscouata. (O. G., p. 896.)

- 20th April, to detach district No. 5 of the municipality of the township of Potton, being the village of Mansonville, Co. Brome, and comprising East 46 acres of the 6th lot east half of the 7th and 8th lots in the fourth range, lots 6, 7, 8, 9, east three-quarters of the 10th lot, and south-east seven-eighths of the 11 and 12 lots of the fifth range, north half of lot 5 and lots 6, 7, 8, 9, 10, 11 and 12 of the 6th range, west three-quarters of the 6th lot, lot 7, and west half of lots 8, 9, 10 and 11 of the seventh range of the municipality of the township of Potton, and to erect the same into a distinct municipality under the name of the "Village of Mansonville, for school purposes, (O. G., p. 947.)
- 20th March, to detach certain lots from the school municipality of St. Adrien, Co. Wolfe, and to annex them to the municipality of St. Joseph of Ham South, same County, for school purposes, (O. G. p. 982.)
- 7th May, to appoint Messrs. Edwin W. Jones and Heman A. Hastings, School Commissioners for the municipality of St. Damien de Stanbridge, Co. Missisquoi, *vice* Messrs. J. W. Phelps, and G. G. Stanton, (O. G., p. 988.)
- 11th May, to detach from the town of St. Jean, Co. St. Jean, the lots designated on the cadastre of the parish of St. Jean, from number 63 to 89 inclusively, and to annex them to the school municipality of the parish of St. Jean, same County, for school purposes, (O. G. p. 1045.)
- 11th May, to appoint a School Commissioner for the municipality of St. Paschal, Co. Kamouraska.
- 9th May, to appoint five Commissioners for the newly erected school municipality of "St. Cœur de Marie," Co. Chicouimi, (O. G., p. 1045.)
- 22nd May, to appoint a School Commissioner for the municipality of Hochelaga, Co. Hochelaga.
- 1st June, to appoint a School Commissioner for the municipality of St. Elizabeth de Warwick, Co. Arthabaska; also, to appoint the Rev. Dr. Norman, D. C. L., a member of the Protestant Board of School Commissioners for the City of Quebec, *vice* Richard Turner, Esq., resigned, (O. G., p. 1198.)
- 8th June, to appoint five School Commissioners for the municipality of St. Benoit, Co. Temiscounta, one for the municipality of Les Crans, Co. Montmorency, and one School Trustee for the municipality of Westbury, Co. Compton.
- 22nd May, to detach certain lots from the school municipalities of St. Gabriel East and West, Co. Quebec, and to erect them into a distinct municipality for school purposes, under the name of "St. Ignace," (O. G., p. 1201.)
- 7th June, to erect a separate municipality for school purposes, under the name of "St. Charles," Co. Quebec, (O. G., p. 1201.)