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PRESIDENTIAL ADDRESS—CONVENTION OF PROTESTANT TEACHERS OF THE PROVINCE OF QUEBEC.

DR. PETERSON, OCTOBER 1900.

My first duty to-night is to thank you for the compliment you paid me in electing me to be your President, also for the way in which you did it. Many a politician at this moment would envy me my highly pleasurable experience. For, did I not pass through all the horrors of a contested election without being aware of it, and when the result of the poll was announced, was there any one more genuinely surprised than the successful candidate? That your choice should have fallen upon me, I take as a mark of confidence which is none the less welcome because I feel that I have done so little to deserve it; and if my election to the presidential office has involved the postponement of any hopes and ambitions that may have been rightfully cherished by others of your number—who have served the interests of education in this province longer than I can claim to have done,—I can only ask them to believe that I greatly appreciate the honour which has been paid to me, perhaps at their expense, and that I hope to hand on the office to a successor with its dignity and prestige unimpaired by any word or act of mine.

If I were free to choose my subject, I fancy I should hit

upon some theme more or less removed from the sphere of your daily work. There is something too professional about the spectacle of one who is himself a teacher talking to teachers about teaching. We teachers are too much a class by ourselves, and it is almost a pity, from one point of view at least, that the outside world should imagine that we can never come together without wanting to discuss problems of child study, the proper grading of subjects and classes, the reform of the school curriculum, or some other of the multifarious conundrums about which educational authorities are always loudly disputing, while all the time the school mill goes slowly grinding on. But this is the President's address, and as such it must embody a kind of pedagogical stock-taking, noting the points in which progress is being made, and drawing upon these for reflections which may help to encourage teachers in their onerous but at the same time honourable calling,—without failing to mention matters in regard to which improvement is still to be sought. For we must remember that we are responsible not only to ourselves as educational experts, but also to that wider body of outside critics who know—or pretend to know—whether we are really producing what we claim to produce in our schools, and who do not generally hesitate to state their opinions.

Four or five years' apprenticeship as a member of the Protestant Committee has helped to make me tolerably familiar with the machinery of our educational government. It has also enabled me to realize more strongly than ever that all the efforts of official administration are liable to be frustrated unless they are seconded by intelligent effort on the part of those on whom the working of the system really depends, the school commissioners, the inspectors, the teachers, and last but not least the pupils themselves. The machinery is all well enough in its way; but we must look inside the machinery; we must invoke the aid of the spirit within the wheels. And here it is mainly to the teachers that our sympathies go out, especially to the teachers in rural districts, those who for a mere pittance undertake from year to year what Wordsworth calls "the pains and faithful care of unambitious schools." We all know—college-bred men no less than others—their trials and difficulties, and the hard conditions they have to face, conditions more discouraging,

perhaps, and more harassing than exist in any other profession or occupation. Why is it that teachers are not on a level, as regards prestige and dignity and social interest with clergymen and lawyers and doctors? The whole theory of their calling is based on the assumption that they are at least helpful in securing for young people opportunities of "preparation for complete living," and helpful too in giving an education that meets the demands of modern life, "both in its provisions for the development of the individual and in its training for social service." Yet here and elsewhere even responsible persons talk of "hiring a teacher" as they would a hackney-carriage! One of the questions put quite lately by a shrewd man of business to a scholar who had gone to take up the work of a College Head in one of the greatest commercial centres in England was "Have you the hide of a rhinoceros?" From what I know of school conditions here I am sometimes inclined to the opinion that this same prophylactic is of value also to school teachers. And yet it lies in great part with our teachers themselves to bring about a more ideal condition of things. They follow a calling, of which it has been said that while it is the noblest of all professions it is the sorriest of trades. It is for them to rise above their environment by strenuous effort—such effort as shall show that they are not content with the "daily round, the common task." They must put aside the temptation to teach just what they know, and all the soft seductions of the daily lesson which after all makes no great demand upon their intellectual powers. When a teacher is content with the minimum that is asked for, there is a great danger of mistaking that minimum for a maximum. It is true that all teachers should be better paid; those of us who have small families to trouble our domestic repose often have occasion to realize that the delegation of responsibility from parents to teachers is cheaply enough purchased at existing rates. As regards remuneration, at all events, it is the case that teachers are expected to make bricks with the smallest conceivable modicum of straw. But salaries are not everything, and men and women who have entered the teaching profession for the love of their work, sometimes rise superior to salaries. All the same it must be recognized as a standing barrier to the development of any scheme for the higher training of teachers in this province, that so long as conditions remain

as at present we should probably find that, after their training had been completed, they were liable to be tempted away by offers from elsewhere.

One regrettable feature, as it seems to me, about the present state of affairs is that there is not that degree of sympathy and co-operation which ought to exist between our schools and universities. The complaint is commonly urged against college men, and especially college professors, that they do not take the trouble to inform themselves of the conditions under which the work of elementary schools is carried on. They do not sufficiently realize that in many schools the duty of personally instructing, or at least superintending instruction, in all the various subjects of four or five classes, devolves upon a single individual; and they forget that our schools have to deal with large masses of average pupils, only a very small proportion of whom have any intention of proceeding to the university. While this charge is probably not altogether groundless, it is comforting to feel assured that the best spirits on both sides realize the essential unity of all educational processes, and appreciate the substantial identity of educational aims and principles from the kindergarten to the university. Just as school teachers may not unreasonably be expected to understand and sympathize with university progress and reconstruction, so, on the other hand, college teachers ought to comprehend and assist similar reforms in schools. No one who is at all interested in education—and least of all a college teacher—can fail to approve of the changes that have been introduced in the training of little children, by means of which various forms of manual exercise, such as modelling, netting and basket work, have been instituted with the view of developing the quality of *handiness*, and indirectly of assisting also intellectual progress. But when college teachers are told to remember that not more than 8 or 9 per cent of school pupils have any thought of frequenting their lecture rooms, and that they must not think therefore of applying admission standards to all, they are tempted to take refuge in their own experience, and silently to wonder, since the 8 or 9 per cent know so little, what it is that the others have learned! If they know less than the boy who just “scrapes” into college, they must know very little indeed. For myself, while I should hear with comparative equan-

imity that only a small proportion of the pupils in our High Schools and Academies mean to go forward to the University, I hope that it will always be possible, especially in this province, under improved conditions as regards the conduct of the A.A. examinations, for the University to co-operate with the teachers in applying a test to the attainments of the pupils generally, so that we may have some sound basis to go upon when we want to know what is doing in our schools.

For a long time to come, in the future as well as in the present, we shall find that the two governing considerations in our efforts after further educational reform will be the determination of the curriculum and the qualifications of the teachers.

In discussing the much discussed curriculum and the subjects taught in our schools, we shall at least be in good company. The German Emperor has recently recorded his profound dissatisfaction with many features of the school-programme, and has occasioned some anxiety to his advisers through his efforts to improve it by rendering it less "bookish" and by bringing it nearer to the problems and concerns of modern life. And in regard to the training of teachers Professor Münsterberg, of Harvard, has still more recently caused a considerable flutter in the educational dove-cots by his publication of a bright and very readable paper on School Reform, (*Atlantic Monthly*, May 1900,) in which he emphasizes the importance of knowing the subject you undertake to teach, even though you may know nothing about the theory of education or about the history of pedagogy or psychology or child study. His explanation is that "conscious occupation with pedagogical rules interferes with *instinctive* views of right pedagogical means." "The analytic tendency of the psychological and pedagogical attitude is diametrically opposite to that practical attitude, full of tact and sympathy, which we must demand of the real teacher; and the training in the one attitude inhibits freedom in the other." And so he concludes that however important psychology and pedagogy may be for school organizers, superintendents, city officials, and such like, "the individual teacher has little practical use for it." "I fear," he writes, "that pedagogy must become a hindrance to educational progress if it ever causes the principal or the school board to prefer the

teacher who has learned pedagogy to the teacher who has learned the subject he is going to teach."

It is of course quite easy for theorists to harp on the old string and to repeat the lesson which all of us have learned by this time, viz., that while "Knowledge is power," mere knowledge is not the whole of education. No doubt books are not everything; but we must get beyond that. Criticism in order to be valuable must be concrete and definite. In this connection the recent utterances of the President of Toronto University ought to receive very careful consideration. If we may judge from newspaper reports, President Loudon is by no means satisfied with the Ontario school system, and he formulates a distinct charge against the administration when he calls attention to the want of continuity between the elementary and the high schools of the province, and specifies the neglect of language teaching as something that must at once be remedied. By an interesting and instructive coincidence a paper appears in the current number of *The Canadian Educational Monthly*, written by the Deputy Minister of Education, Ontario, entitled: "The Conflict between Education and Knowledge." So far as the writer emphasizes the importance of the training of character and of due preparation for the actual needs of life, he is on safe, if somewhat familiar ground,—though one is inclined to wonder where home influences are allowed to come in, in a province where the university is blamed for debarring from matriculation a boy who fails in algebra, and yet accepting a candidate who makes the necessary 33 $\frac{1}{3}$ p. c., even though the latter may not possess "sufficient will power to abstain from the use of cigars."* But the Deputy Minister is surely far at sea when he tries to make out that there is a divergence between the subjects which modern universities require for entrance, and the subjects which ought to form the staple of a good general education. If it is a *regrettable* fact that "hun-

* "No student should be permitted to attend a University, if he has not shown during his three or four years' attendance at a high school the acquisition of certain powers of self-control. Why should not industry, neatness, courtesy be regarded as at least as important for matriculation as a knowledge of chemistry or the binomial theorem? The fact that character in a student does not count as sufficient evidence 'at a' wrong ideals control educational systems.'—In regard of all which it may be asked: "Has home training been abolished in Ontario"?

dreds of pupils begin the preparation of the various subjects for matriculation who never enter a university," there must be something very far wrong with admission requirements. But is it regrettable? Surely no school curriculum, worthy of the name, could be formulated which does not take some account of matriculation subjects—English, Arithmetic, History, Languages, Mathematics and Elementary Science. When it is gravely argued that the "plan of allowing though not compelling certain (matriculation) subjects to be taken up in the lower forms of High Schools does much harm." it would seem as though the Education Department might be led to take action in the way of perpetuating and even intensifying the very evils of which President Loudon has complained. The main ground of offence in the schools seems to be language teaching, and the authority of Prof. Sweet is invoked to prove that "pupils should not begin Latin until they reach sixteen years of age." Now language study, (apart from English, and elementary grammar,) ought to be universally recognized as "one of the most admirable forms of mental discipline, giving increase of grasp and intellectual power, calling for and developing, as few other studies do, the faculty of rapid review and ready application of knowledge already possessed". No one has a greater respect for English than I have, but I can only regard it as a regrettable and even discreditable circumstance that pupils should sometimes present themselves for matriculation at McGill who have never studied any language except English, and who ask for special consideration because they were actually debarred by the conditions of the school they attended—otherwise excellently well equipped—from taking up any language save their mother tongue. To one-sided advocates of the study of English, one might almost say by way of parody: "What should they know of *English*, who only *English* know?" And it may be noted incidentally that it is often those who cry up most loudly the exclusive study of English who contrive themselves to write English just about as badly as it can be written!

In regard to the improvement of schools in the Province of Quebec, it must be said that while there is in existing conditions a good deal of reason for discouragement, there

is also some ground of confidence and hope. Quebec ranks lowest, I am given to understand, among all the provinces of the Dominion as regards the amount of its appropriations for the support of schools; and the circumstances of some rural districts, where the dissentient minority is quite insufficient in point of numbers, render adequate school provision an utter impossibility. But the school question in Quebec ought to be a negotiable problem. We have to deal with something under 1,000 schools with over 1,300 teachers. These schools are all organized on pretty much the same lines, and the results of their work are reported from time to time by the Inspectors of the Department. The Protestant Committee is anxious to do everything in its power to increase the efficiency of the schools, although it has often to suffer in the estimation of the public for the slackness of school trustees and commissioners—some of whom appear to be altogether impervious to criticism.

It is no rash prophecy to say that the question of what the right and true curriculum should be, will long continue to be an absorbing subject of discussion. Time was when continuous training in the "Three R's" for a period of school life extending over 6 or 8 years, was considered the educational ideal. These were the accomplishments which were regarded as essential for self-education, with perhaps a "top-dressing" of what were called "English subjects" grammar, geography and history. But it has long been recognized that such a course of study, no matter how faithfully administered, might leave too many children "without any permanent interests in nature, or in human institutions and human achievements, and without much inclination to acquire such interests by further study, or power to assimilate or apply such knowledge and skill as they had gained". Ability to read might be acquired "but not the reading habit; the ability to spell and write words, but no power of expression with the pen; a varying ability to add, subtract, multiply and divide simple numbers, integral and fractional, but much uncertainty in all other arithmetical operations; some fragmentary book knowledge of names and places of our own country and foreign countries, and some scabby information relating to the history" of Britain and Greater Britain. Now reading, writing, and arithmetic are still recognized as

necessary studies—studies which serve as the “instruments of the acquisition and expression of knowledge.” But they are not enough. They do not suffice in themselves to “open the mind of the child and let the world in.” Hence the enrichment of the old curriculum by nature study, to the end that no child shall be ignorant of the processes involved in the rising and the setting of the sun; by drawing and other modes of initial instruction in the fine arts, such as clay modelling; by manual training; by every subject in short that is best fitted to stimulate curiosity and develop the power of observation in regard to what the child sees from day to day around and about him.

And here, of course, the danger is that in the endeavour to secure variety and vivacity, and to avoid as much as possible the drudgery of the school-room we may end by loading the curriculum with too many subjects. I do not think we need be so much afraid of this result so long as our elementary schools restrict themselves to giving what I may call a knowledge of things in general. The best advice that can be offered to teachers under this head is, I am confident, that of Sir Joshua Fitch, who, in common with most recent writers on the theory of education, exhorts them to “defend jealously the general and liberal gymnastic against the attacks of those who, interested in a particular study or impressed by the immediate practical results of a particular pursuit, would monopolize with it the greater part of the school time-table.” “Do not overload the curriculum,” says Dr. Fitch, “by multiplying the number of necessary subjects, but hold fast resolutely by the recognized and staple subjects which experience has shown to have the best formative value, secure a definite proportion of hours to those subjects, and for the rest of the available time provide as many forms of intellectual and other activity as your appliances and teaching staff have at command.” A great deal of pseudo-scientific knowledge is offered at present as fit and proper intellectual pabulum in our schools. I have myself read the answers to papers in “Physiology” which bore on their very face the stamp of educational valuelessness. Physiology belongs to the class of scientific subjects which are better not taught at all than badly taught, especially when the attempt is made to teach them without any proper equipment. The mere memorizing of

facts is certainly not scientific teaching. Similarly with that high-sounding and much belauded subject Hygiene. To me it is laughable to hear a little child pronounce the word. Nothing can surpass in importance the great questions of air, food and cleanliness, in relation to the organs of the body—the lungs, the stomach and the skin. All this, however, can come under the head of useful knowledge. As a recent writer has said “excessive prescription and definition of duty are the refuge of helplessness and pedantry. The more minutely the subjects of school work are delineated, the less copiously and effectually will pupils be taught.” The current and almost universal subjects of reading, writing, arithmetic, political and physical geography, history, grammar, dictation, are in themselves all but sufficient as staple courses, and when we open the door to physiology and hygiene, under distinctive labels, we must not forget that botany, astronomy and political economy, geology, mineralogy, every department of physics, agricultural chemistry, natural history, technology and perhaps phrenology, have still to be reckoned with. Do we want to run the risk of being laughed at as pretentious quacks who would deceive people into believing that a universality of knowledge is still possible to mankind, and that it may be acquired even in the elementary school?

(to be continued.)

THE SOUTHERN JOURNEY OF THE BIRDS.

By GEORGE E. ATKINSON.

The semi-annual excursions have now begun upon the great avian highways. Already Dame Nature has distributed her first advertisements throughout the country, intimating that the moving season is at hand and that those who wish may “go early and avoid the rush.” Every bird has read from the turning leaves, the seeded blossoms and the yellow posters of the grain fields that the summer resort season is drawing to a close. Already many have donned their sombre travelling dresses and move quietly about introducing their families among their neighbours, or discussing the necessary plans for and responsibilities of the journey. Already many having stop-over passes in the

shape of limited powers of flight, have started on their long journey, doing it by regular and easy stages, while others grouping together in pleasure parties roam apparently aimlessly about the country, having a jolly good time, accepting the question with no great seriousness, yet always tending in their roving towards their winter home, arriving at and passing without apparent reason far beyond the point of suitable temperature. Many mothers among the later migrants and moulters are anxiously awaiting the development of their slow feathering young and are busily training these novices to the necessities of the occasion; while all, even residents, are industriously trimming their winter clothes and otherwise preparing for the winter frost. Let us take a walk and mark what we see at this interesting, exciting, yet seemingly sad season, when all nature is preparing to go to her annual sleep or rest. In the woods, the fields, the marshes, everywhere we go we find life flitting about from bush to bush, among the grasses and through the rushes. Wading the bogs and sloughs, swimming the rivers and ponds, and soaring high above us, are the birds, but oh, how silent. Everywhere birds, yet none of the ecstatic bursts of melody of spring, none of the cheering and solacing music of the summer. Although all realize the necessity of the move, the spirit in which it is carried out is strikingly different from that shown in the northern or awakening journey of the spring. Some are anxious to be gone, some hold back as long as possible, and some even warble a parting ditty to their native heath, but the general movement is a silent one, and one morning we awake to find ourselves alone; the woods, fields and sloughs are deserted, and then, and not till then, do we realize that summer is gone with the birds and that winter is upon us. As we go into the fields a small flock of variegated buff-colored birds arise in front of us and flutter off with a metallic "clink, clink," which tells us immediately that they are bobolinks, and we see that besides losing his rollicking song of spring, the male bird has also abandoned his dress suit of black and white and has put on a plain suit like that of his wife and young. Further on, as we come into the larger grass and bush, a flock of small birds flutter up ahead of us and drop again out of sight with a faint "chip" or "cheep." These we see are the sparrows which sang so beautifully for us all summer by the road-

side in the woods. All are now travelling together,—vesper, savannah, clay-colored, chipping Lincolns, Bairds and song sparrows almost indistinguishable. Here a flock of goldfinches arise from the sunflowers or thistles, and with their plaintive “per chic-o-ree” seem to add solemnity to the occasion. In the woods we find the warblers, wrens, vireos and other small species flitting from tree to tree, journeying by easy stages and with an occasional “chick” or “chip.” Now and then one pauses in its search among the turning foliage to sing us a passing ditty, but there seems to be a forcedness and sadness about it so different from the spontaneous outbursts of spring. Here is a family of rosebreasted grosbeaks ready to start, but their only call is now a semi-metallic “chink”. Here a little nuthatch starts out with his “yank yank,” drawn through his nose, and with a look of indifference he sets off on pressing business, saying to himself “I’ll see enough of him before winter is over.” He is going to stay here and don’t care much as long as there are plenty of insect larva hidden in the crevices of the bark and as long as he has a good time; but he is “always busy.” Next we come upon a downy woodpecker who is also going to stay and who don’t like between seasons, so he is hammering away on a dry hard knot and listening to the sound growing hollower and colder every day as the leaves fall faster. With a click and a snap of the bill a small flycatcher darts by you after a passing insect, saying as he does so, “I have got to go soon, but I don’t care. I am going to have as many of you bugs and flies as I can catch before I do go; so snap.” Returning to a dead limb he surveys you, and with a look of sympathetic contempt he seems to be thinking what a poor unfortunate you are that can’t get away from cold weather like he can. Upon turning out of the woods you come suddenly upon a slough and arouse a flock of ducks which career off, while the coots and grebes scatter about exercising their wings, and here a little rail rises suddenly out of the grass with trailing legs and drops again out of sight a few yards farther on, while from the rushes come the coarse and vulgar cries of the millions of black-birds, all talking at once and as loud as they can, with no respect for any one. Here rise a flock of small sandpipers which career about with a little “preet, preet,” and alight again close at hand and you see next semi-palmated,

pectoral and spotted sandpipers and ring plovers, all associating together, while along comes a flock of larger and longer-billed waders and with a "creek, creek," they settle with the little fellows and you see they are dowitchers, just as a loud clear whistle announces the arrival of the yellow-legs which also alight among the others, looking like long-legged giants beside the little fellows. Now a flock of similar birds arrive, and after careering about with a considerable "chicking" alight in the deeper water and swim gracefully about. These you see are phalaropes who have also abandoned their gayer summer dresses for the plain dress of females and young. As you turn to leave the slough a bird arises suddenly almost from under your feet and with a "scape, scape," makes an erratic dash here or there and plunges down again as you recognize the snipe. Returning homeward you see the hawks dashing here and there, or sailing gracefully through the heavens, and you are filled with sympathetic awe and wonder at the mysterious and changing, yet harmonious workings of nature, and you have food for reflection which can be turned to profit in any channel of life long after these feathered wanderers are gone from us and winter has reinforced their ranks with the more hardy northern species whose habits we may study until the return of the spring

Educational Journal of Western Canada.

Educational Experiments.

THE *New York Outlook* gives the results of an experiment by a teacher of long experience in Primary school work on children, with the object of finding out the cause of children's fatigue in school hours:

"Mrs. Ware began her experiment with arithmetic, and found that signs of fatigue appeared in ten minutes. Work was stopped at once. At the end of four months this group of children could work with enjoyment and without fatigue one hour. Her conclusion was: 'I became convinced in my own mind, from this experience, that nervousness over school work comes to a child, not because he is worked too hard, but because of his consciousness that he is not able mentally to meet the requirements, and that fatigue or lack of endurance comes wholly from a lack of training or from poor training.' Being made principal of a primary

grade, enlarged Mrs. Ware's opportunity for experiment and observation. Spelling and reading were added to number work. Fifty children were divided into five groups, divided as nearly as possible on the basis of mental and physical equality. At the end of four months twelve in the first division could work without fatigue for forty-five minutes, while eight in the fifth group could work but ten minutes. The first division then took books and Mrs. Ware says:

'I devoted myself for one-half hour each morning in showing them how to get the thought from the printed page, using several devices for this, and also how to study a lesson so that they could be able to reproduce it upon the slate or paper, or, in other words, how to spell. At the end of six months the five classes had consolidated into three, and the first division or class was ready for the second reader. These were now able to concentrate their minds upon reading from any first reader, or upon spelling, for three-fourths of an hour, without showing any signs of fatigue.'

As these children passed into higher grades the teachers reported: 'No nervousness and great powers of endurance.' Mrs. Ware concludes: 'I have never seen a child nervous about his school work, who felt sure of himself in his work..... Nervousness comes only with the consciousness of inability, either real or supposed. Make the child master of the situation by giving him a good understanding of what he is doing, and his nervousness will disappear.'

This testimony, whether conclusive or not, is a valuable guide to parents who are made anxious by the evident worry and nervousness of even young children over school work. That there is something wrong is certain when a growing child suffers from anxiety, and the causes should be removed.

Editorial Notes and Comments.

THE *Canadian Magazine* for October has a very sensible article on 'the "Parent and Teacher,"' by Miss Agnes Deans Cameron, Principal of South Park School, Victoria, showing that parents are shoving off, one by one, their peculiar responsibilities upon the long-suffering teachers. This article strikes a chord of sympathy in the heart of every

teacher who reads it. The medical man, the clergy, the W.C.T.U., S.P.C.A., Women's Councils, School Superintendents, Sewing Guilds, Delsarte demonstrators are all clamoring for the privilege of enriching our programmes says the writer.

"Is it not time for some one to cry a halt and let the reasoning faculties draw the breath of life?"

In the school, as elsewhere in this busy age of emulation, of turmoil and competition, we attempt too much—eagerness takes the place of earnestness—and we are out of touch with the good old-fashioned virtues of thoughtfulness and thoroughness.

The cure? If we have fallen into error let us acknowledge it. Put back the clock. Lop off the enrichments (I had almost said the excrescences), and get back to simpler conditions. Attempt less, and if we only teach a little, let us teach that little philosophically, livingly and lovingly, and (shall I say it?) trust your teachers a little more, oh, parents individually, school boards and framers of programmes! Almost every theorist under the sun has been allowed to curtail a teacher's usefulness by binding him down to cast-iron programmes and by courses of study.

The real teacher, and by this I mean one who looks beyond the mere passing of examinations and satisfying of the "powers that be" to a tribunal that deals with the roots of things and to whom mere externals and pretences are abhorrent, is longing and hungering to do real teaching. Give her a chance and see how willingly she will throw off the shackles of grind and cram.

For my own part I have been reckless enough this last year to have the regular course for days at a time to look after itself, while together my pupils and I have explored the by-ways of literature and have had many a comfortable talk together, talks which, although not labelled "instructive and profitable," served to make us better friends.

Nine-tenths of our teachers to-day would do the same thing if you would only let them. I say, give them the chance."

—THE value to the general work of the school of special effort for an exhibit of school work is inestimable. The special effort becomes in time the ordinary effort. This fact seems to be very generally recognized by teachers, if one may judge from the admirable exhibit of ordinary

school exercises by our city and rural schools at the late Teachers' Convention. Prizes are necessarily few and far between, and it was a fore-gone conclusion that much excellent work would go unrewarded from a monetary point of view.

In the special exhibits, the color work from nature of the High School for Girls, Montreal, was excellent. The value of drawing with instruments of precision was exemplified in the work of the Boys' High School, as was also the value of paper work to exhibit color values for ornamentation. The Senior School designing was excellent, showing patterns for oil-cloth, wall paper, cotton and silk. The exercises in conventionalization of natural forms for ornamentation was very good.

A summer provision for winter work in botany by the High School for Girls, proved a good object lesson to teachers.

The Girls' Model School exhibited a tempting array of viands in the shape of bread, biscuit, pie, blanc-mange and jellies as an indication of the preparation they were making for the future happy home life of Canada. Their work in sewing pointed towards the same great end. *Full-sized* garments, cut, fitted and sewed by the girls, were shown. After all, the home life is the most important factor in education. Many unhappy marriages are the direct result of incompetency along the lines of cooking and sewing.

—"I HAVE nothing, I am doing nothing, I am nothing," exclaimed a thoroughly discouraged teacher as she left the Gynasium of the High School, where the exhibit of school work was arranged. The fine building, the light, tastefully decorated corridors, the beautiful pictures, the neat school rooms and the brilliantly lighted assembly hall had appealed to her love of all things beautiful and she had contentedly for two days basked in their sunshine. On Saturday morning the contents of the somewhat sombre gymnasium had wrung from her the above words. The fine exhibit of the work of children from all parts of the province had so depressed her. It is hard to forget, standing in the presence of the best work that can be produced by the best teachers and pupils under the most favorable circumstances, throughout our province, that the ten or twelve little ones who gather each morning in our

own dingy little school-room know nothing of, care nothing for all this. It is this discouraged teacher's face in their own little kingdom for which the children eagerly look every morning. It is this very teacher who is their inspiration day after day. It is she whom they love, she who leads them into all things good.

The drawing seemed so far out of reach. But yet the very best work on this line can be done in our little country school houses. Appreciation of nature and a love for man's highest expression of it are best obtained in the country. Every artist has begun by drawing the familiar objects about him, has kept on drawing, ever correcting, never quite reaching his ideal. Set a potato before the little ones; let them draw it. Get some clay; let them model it. The children will make mistakes. Let them correct them. The potato is an excellent object to begin with, for if the drawing or modelling does not represent the particular potato before the child it will look like some potato and so will not discourage but will encourage the child to make further effort. Vegetables, fruits, shells, branches, leaves and so on, just what the child would like to represent, he may attempt. Ever trying, ever failing, ever correcting the artist advances towards perfection, and so advancing loves and appreciates nature more and more. So with the child. Man's expression of the beauties of nature through literature can be brought home to the child who lives amid her wonders. Read Longfellow's "Snowflakes" to the children as the white feathery little flakes are falling through the air. Let the children read it. The value of the appropriateness of an exercise is often underestimated.

—DR. GEORGE, Principal of the Congregational College, Montreal, gave admirable expression to a thought that was very persistent in the papers read at the Teachers' Convention, the idea that it is the *pupils'* ideal that is all important in education. This ideal the teachers are engaged in forming. Man is not formed by rules, principles or precepts, but by following his ideals, and it rests with the teachers to say whether young Canada shall have high ideals or gross notions.

—MANY teachers would have liked specimens of work from other schools to take home with them to show to their pupils. A map of Australia and the surrounding

islands, admirably drawn and exquisitely colored, received favorable comment from all who saw it. One teacher in especial was anxious to have this map. Again and again she returned to it and was with difficulty drawn away to other parts of the exhibit. "I wish I could take that map home to my school. It would be better than a month of teaching," said this teacher. Happy Godmanchester that produces work that other schools would like to emulate.

Perhaps a loan or exchange might be effected if both the teacher of the school which sent the map and the teacher who wanted the map would send their addresses to the Editors of "The RECORD."

Current Events.

THE library of McGill University is about to inaugurate a system of travelling libraries, similar in the main to those now in operation in the most enlightened countries of the world. It is hardly necessary at this late date to enumerate the advantages which are inherent in such a plan. No civilized community can now afford to be without good books. Yet many a community which fully recognizes this as an abstract truth, has to face a concrete difficulty when the question arises of paying for its literature or even of selecting it. In the expectation of helping to remove such difficulties the McGill travelling libraries are being equipped.

Each travelling library will consist of twenty-five books, carefully selected, upon miscellaneous subjects, or, if desired, upon a special topic. One or more of these libraries may be taken entire, but individual books cannot be taken from different libraries. The libraries may be sent to country schools, reading clubs, public libraries, or other organizations, provided a satisfactory guarantee be furnished for their safe return and for the observance of the regulations under which they are supplied.

With the books will be sent two large photographs of pictures by great masters, or of historic or noted scenes or buildings. The photographs will be framed and ready for hanging in the school of the district, so that each scholar may become familiar with them. The books are returnable after three months, unless an extension shall have been

applied for and granted. Pictures may be retained for a longer or shorter period as desired, but must be returned within a twelvemonth. Lanterns and slides will also be provided, and it is expected that arrangements can be made whereby lectures by authorities in their various subjects may be supplied type-written and ready for delivery, with the slides and lanterns to illustrate them.

The full regulations governing the issue of books, pictures and lanterns will be forwarded to intending applicants on request.

It is desired to make these libraries practically free, but in the interest of the borrowers quite as much as of the lenders, a fee that will help to cover the transportation charges will be collected before a library is shipped.

Further information if required may be obtained from the librarian of McGill University.—*Montreal Daily Witness*

—THE formal opening of the McDonald manual training schools established in connection with the public schools at Ottawa took place last month. Much interest was taken in it not only by educationists generally but by the citizens of the Capital as well.

—MAX Muller, the world famous German philologist, died at Oxford October, 28th. He was a most prolific writer and, as recently as ten days before his decease, was busily engaged in dictating his autobiography to his son. Among his most important publications are: *Ancient Sanscrit Literature*, *History of Ancient Sanscrit Literature*, translation of an ancient work on Sanscrit grammar and pronunciations; *India, what it can teach us?*; *The Origin and Growth of Religion as illustrated by the Religions of India and the Hymns of the Rig Veda*; the *German Classics from the Fourth to the Nineteenth Century*.

—SOME 800 children from the upper classes of French elementary schools wrote down their favourite study. The result was as follows:—Ethics, 210; History, 187; Arithmetic, 155; Geography, 145; French, 121.—*Educational Foundations*.

—IT is better to study anything than to study nothing. Some mental gain would doubtless come to a student who should devote himself to studying Peruvian pottery, the conformation of the lunar craters, or the wrinkles on the hide of a rhinoceros. Any study effort doubtless helps to

establish the study habit and strengthen the study power. The learning of anything makes the learning of the next thing easier. But to admit this is not to admit that studying lunar craters or rhinoceros wrinkles is profitable educational employment. There are better things. We do not eat corncocks because corncocks are one and a half per cent. sugar, and a wise man does not work up his muscle by lifting dumb-bells or swinging Indian clubs when his garden is unspaded, and his back yard is full of unsplit wood.—*Learning by Doing.*

—In the Chicago Institute French is correlated almost entirely with handwork, games and simple gymnastic methods as these are of greatest interest to the child.

In the Third Grade, French is correlated with sewing and geography. South Water street is visited to give the children some idea of Chicago as a commercial centre. On the way, the fruits and vegetables are purchased for the cooking classes.

The Fourth Grade correlates French with cooking. In the Fifth Grade French is taught in connection with the distribution of seeds by winds, water and animals. In this connection "Aventures des Premières Pommes de Terre en France" is used as a reading lesson.

The Sixth, Seventh and Eighth Grades learn French in connection with Nature study in its various aspects.

Practical Hints and Examination Papers.

PRIZE COMPETITION.

(For regulations see previous numbers of the *Record*.)

The prize for the "Ruskin Moss Exercise" given in the June number of the RECORD has been awarded to the pupils of Bown's School, District No. 2, Bury, Que. Teacher, Miss P. E. Young.

All work failing to meet the conditions imposed must be ruled out.

This month we return to the "Map Exercises."

DIFFERENCE OF TIME.

We know that for us noon by the sun is the moment when the sun is directly south of us; then the sun is higher

in the sky than at any other moment of the twenty-four hours. At the same instant it is noon at all places due north or south of us. A line drawn from point to point due north and south would terminate at the poles, and is denominated a meridian, literally a mid-day line, for everywhere along that line it is mid-day at the same instant. So also it is one o'clock, three o'clock, nine o'clock or midnight simultaneously all along any one meridian. All clocks showing correct time are together from the north pole to the south pole on the same meridian.

The earth does not lie motionless basking in the sun. With an equable rotation that in a thousand years has not varied a minute, each meridian rolls eastward away from beneath the sun, causing the sun to seem to recede westward from us. In twenty-four hours the earth, relatively to the sun, completes one revolution. Consequently, after one day of twenty-four hours the meridian that is more directly presented to the sun will be again directly presented to the sun. If then twenty-four equidistant meridians were drawn upon the earth, each meridian following the other westward would be presented to the sun one hour later than the one preceding it. When it was noon on any meridian it would be one hour after noon, one o'clock, on the meridian next east of it, and one hour before noon, eleven o'clock, on the next meridian west of it. Going eastward the time would be one hour later, going westward one hour earlier at each of the twenty-four meridians. As the circumference of a circle is divided into 360° , the distance between each pair of twenty-four equidistant meridians is 15° .

The longitude of a place tells us how many degrees east or west of Greenwich it is. The longitude of Mount Etna is 15° E. That is a concise way of saying that Mount Etna is on a meridian which is 15° to the east of that which runs through Greenwich, a meridian that confronts the sun one hour before that on which Greenwich is situated. The time on the slope of Mount Etna is one hour ahead of Greenwich time. The longitude of Alexandria is very nearly 30° E. If this were its exact longitude the difference of longitude between it and Greenwich would be 30° , between it and Mount Etna 15° , and, correspondingly, its time would be two hours ahead of that of Greenwich and one hour ahead of that of Mount Etna. At seven

o'clock in the evening at Greenwich it would be eight at Mount Etna and nine at Alexandria.

When two places are both east or both west of Greenwich their difference of longitude is found by subtraction. Exercise 1. Find the difference of longitude between the places where longitudes are 15° E., 45° E., $54^{\circ} 30'$ E., $98^{\circ} 45'$ E., $154^{\circ} 30'$ E., $178^{\circ} 15'$ E. Observe that there are fifteen differences to find.

If one place be east of Greenwich and another west of it, it is plain that the difference of longitude is the sum of the longitudes given.

Exercise 2. Find the difference of longitude between 13° E., 28° W., $14^{\circ} 15'$ E., $37^{\circ} 30'$ W., $48^{\circ} 45'$ E., $75^{\circ} 15'$ W., $100^{\circ} 30'$ E. Here there are twenty-one differences to find.

When the differences of longitude of two places as found by addition exceeds 180° , they approach one another on the other side of the earth, and their difference of longitude must be corrected by subtracting the amount from 360° .

Exercise 3. Find the differences of longitude between $87^{\circ} 14'$ E., $105^{\circ} 47'$ W., $94^{\circ} 53'$ E., $126^{\circ} 17'$ W., $103^{\circ} 29'$ E., $140^{\circ} 33'$ W., $119^{\circ} 48'$ E., $150^{\circ} 16'$ W., $134^{\circ} 25'$ E., $162^{\circ} 31'$ W., $159^{\circ} 43'$ E., $170^{\circ} 58'$ W., $165^{\circ} 14'$ E., $178^{\circ} 40'$ E.

The difference of longitude between two places expressed in degrees, divided by fifteen, will give the difference of time expressed in hours, because the equidistant meridians which are crossed in succession by the sun at intervals of an hour are as shown above 15° apart. Thus if the difference of longitude of two places be 90° , the difference of time will be six hours; if the difference of longitude be $37^{\circ} 15'$, the difference of time will be two hours twenty-nine minutes.

It will help in the calculation to remember that each degree of difference of longitude corresponds to four minutes in time, and each minute of difference in longitude corresponds to four seconds in time.

Exercise 4. Reduce all the differences of longitude in the above examples to differences of time.

Exercise 5. Find the differences of time between New York, Montreal, Rio Janeiro, Havana, Valparaiso, San Francisco, Victoria, Yokohama, Pekin, Calcutta, Adelaide, Cape Town, St. Petersburg, Paris.

Exercise 6. At each of the places enumerated in the foregoing example, what time is it, when it is twenty minutes past four in the morning at Berlin ?

--MACHINE methods of teaching can only make machine scholars. They sap the vitality of teachers and pupils alike. And yet method is indispensable to all success; but only living method, and that in the hands of the man who has assimilated it, made it his own, put his own life into it.—*W. B. Jacobs.*

--The people who are complaining that society is suffering from "over education" do not themselves appear to be afflicted with the complaint.—*Learning by Doing.*

--REMINDERS FOR TEACHERS.—Statements by Mr. J. Liberty Tadd. A good teacher is of more consequence than good tools.

Some teachers think more of the curriculum than of the child.

Many children are forced to spend so much energy on *mental* processes that they have not sufficient left for physical and nervous construction and repair.

It is a very wicked thing to make kindergarten children use the fine muscles of the hand—to use the fingers before the bones and muscles are there. It leads to nervousness and other troubles.

Some stupid drawing books say that lines must be drawn from top to bottom or from right to left. They should be drawn in every direction with both hands with equal facility.

Rulers are given to children in school to prevent their getting the right thing. The Greeks never used rulers.

The school is forming the *sitting* habit among children—an indisposition to act.

Children's superabundant energy should be consumed in making combined skilful and delicate movements, thus energizing the brain.

Carving in tough oak is admirable disciplinary work. It develops perseverance, and endurance as well as mechanical skill.

The fewer the tools used the better the workman.

There is only one way to know form. That is by making it, not merely drawing it. The child should model in clay.

To get good work we must have good ideas.

It is only the most stupid kind of people who think that the living forms must *pose* before them to enable them to grasp the shape. If a bird bends its neck while the drawing is being made it is still the same bird and neck: With very little encouragement children become able to grasp form and reproduce it even when the model is moving.

In real manual training the muscles and the mind must work in harmony.

Drawing and manual training when properly taught are ways of getting ideas at *first* hand and giving ideas at first hand.

Drawing is an universal tongue. It enables one to understand the message that is printed in every natural, normal thing, that is stamped with everlasting lines on each side of every leaf and blade of grass, that is twisted into the architecture of every shell, and that shines in the hues of every crystal—a message of beauty, of proportion, of grace and of fitness.

Rubbers should never be used in drawing. The habit must be formed of putting down lines to *stay*. This gives freedom and accuracy.

Children should learn to draw as automatically as they learn to write. This is the only way in which thought can be freely expressed through drawing.

Every child should have five minutes a day drawing on the black-board to gain freedom of movement.

Try to get the child to enter into the beauty of simple forms as a horse-chestnut leaf, a daisy, a shell or the wing of a bird.

In modelling fruit and vegetable forms have the real things from which to model.

Never mind if the first efforts at mechanical work are rough and crude. Practice will make perfect.

—WHAT TEXT-BOOKS SHOULD BE USED IN SCIENCE TEACHING?—In discussing this question, Francis W. Parker says:—"The whole history of science is strewn with the wrecks of theories. It is true that no scientist ever worked in vain. that even 'our failures are a prophecy,' but the principal truth acquired in the study of the science of the past goes to prove the weakness and incompleteness of inadequate observations. The most important lesson

taught by this continual surrender of generalizations is that the theories of to-day are simply tentative; that although progress in science has been marvellous in its outcome, still the human race is but upon the threshold of the discovery of new truths, which will no doubt put in abeyance many if not all of the modern conclusions." The distinguished head of a Scottish University is quoted as having said that a text-book upon science more than ten years old cannot be profitably used by university students; this statement but echoes the opinion of all scientists. All text-books upon science, then, which do not present the latest inductions and generalizations are to be relegated to the history of the evolution of science.

GOT IT DONE.

London Tit-Bits.

An intelligent looking boy walked into a grocer's shop the other day, and reading from a paper, said:

"I want six pounds of sugar at 2½d a pound."

"Yes," said the shopman, "that will be one and three half-pence."

"Eleven pounds of rice at 1½d a pound."

"One and four pence half-penny," commented the grocer.

"Four pounds of tea at 8d a pound."

"Six and eight."

And so he continued. "Five pounds of coffee at 1s 10d, seven tins of milk at 5½d, four tins of tomatoes at 6½d, eight tins of sardines at 1s 1½d."

The shopman made out the bill and handed it to the lad, saying: "Did your mother send the money or does she want them entered?"

"My mother didn't send me at all," said the boy, seizing hold of the bill. "It's my arithmetic lesson, and I had to get it done somehow."

The above clipping from the *Ottawa Evening Journal*, may be of interest to those teachers, if there are any such amongst the readers of the RECORD, who still vainly try to educate children by assigning them home lessons for their mothers, elder brothers and sisters, or some other persons to do. When home lessons were more in vogue than at present, many parents, or other relatives and friends of

little school children, were wont to spend no small share of their evenings during the school year in performing tasks of no greater intellectual pleasure than that of the grocer in the anecdote. It was the teacher's duty to assign these tasks one day and, perhaps, to examine them the next. The child's share was to carry to and fro the paper on which the exercises were written.

(Query: Should the two last of the foregoing sentences be written only in the *past* time?) J. A. D.

—SOME QUESTIONS TO INTEREST CHILDREN IN THE LAKES OF THE DOMINION.—How many children have ever been on one of these lakes? Which one? (Never mind how small it was) Could you see the banks all around you? Could you go from one bank to the other by swimming? How did you go from your home to this lake? What fish did you see in the lake? Why did you go on the lake? Are there any large boats on the lake? From what point do the boats begin to run, where do they stop? Is the country flat or hilly through which you pass? How could you go from the lake you were on to the nearest one mentioned in your lesson? (This applies in the case where the child has only been on a small lake not mentioned in the lesson.) Through what sort of country did you pass? (A map showing the physical features of the Dominion is necessary) Of what value are the lakes to us? The fisheries of the Great Lakes are among the most extensive in the world. The chief catches are herring, white fish and salmon-trout. The Dominion Government has recently placed millions of spawn in these lakes. The waters of the Rainy River District support important and extensive fisheries. The Lake of the Woods is an important centre of the fishing industry, sturgeon abounds there. Lakes are most important means of travel where the country has not been opened up by railways.

—It is a good plan, before having a lesson read, to hold a conversation with the children, so worded as to compel them to use the new words in the reading lesson.

NAMES of MODEL SCHOOLS.	Grand Total	Percentage.	Upper Grades		Grade I.		Grade III.		Lat.	Freh.	Eng.	Geom	Alg	Arith	Marks for Equipment.
			Passed.	Failed.	Presented.	Failed.	Presented.	Failed.								Presented.
Arundel	450	89	41	4	41	4	41	4	0	0	0	0	0	0	100
Barrison Heights	1329	87	119	13	119	13	119	13	0	0	0	0	0	0	100
Berthier	1251	85	106	19	106	19	106	19	0	0	0	0	0	0	100
Bishop & Crossing	3440	84	287	57	287	57	287	57	0	0	0	0	0	0	100
Buckingham	7831	81	631	72	631	72	631	72	0	0	0	0	0	0	100
Bury	1642	79	129	25	129	25	129	25	0	0	0	0	0	0	100
Chicoutimi	1743	79	138	26	138	26	138	26	0	0	0	0	0	0	100
Charenceville	2463	78	193	35	193	35	193	35	0	0	0	0	0	0	100
Clarendon	2621	78	204	36	204	36	204	36	0	0	0	0	0	0	100
Comau	2221	77	171	32	171	32	171	32	0	0	0	0	0	0	100
Couplon	2227	77	171	32	171	32	171	32	0	0	0	0	0	0	100
East Anens	2327	75	175	37	175	37	175	37	0	0	0	0	0	0	100
Farrarham	1222	75	91	17	91	17	91	17	0	0	0	0	0	0	100
Fort Coulonge	2408	74	178	37	178	37	178	37	0	0	0	0	0	0	100
Fredericton	4071	69	277	54	277	54	277	54	0	0	0	0	0	0	100
Genap Basin	4364	63	274	51	274	51	274	51	0	0	0	0	0	0	100
Gould	8913	57	507	91	507	91	507	91	0	0	0	0	0	0	100
Hadhamand	250	56	14	3	14	3	14	3	0	0	0	0	0	0	100
Hatley	6713	61	402	75	402	75	402	75	0	0	0	0	0	0	100
Hemmingford	6311	61	381	62	381	62	381	62	0	0	0	0	0	0	100
Kilmer & Mills	5774	60	341	61	341	61	341	61	0	0	0	0	0	0	100
Laclue	4772	58	277	51	277	51	277	51	0	0	0	0	0	0	100
Laclue	5311	57	301	56	301	56	301	56	0	0	0	0	0	0	100
Laclue	4484	57	251	46	251	46	251	46	0	0	0	0	0	0	100
Levis	4111	46	191	46	191	46	191	46	0	0	0	0	0	0	100
Magog	3199	44	141	35	141	35	141	35	0	0	0	0	0	0	100
Mansfield	1236	42	51	12	51	12	51	12	0	0	0	0	0	0	100
Marbleton	1721	41	71	15	71	15	71	15	0	0	0	0	0	0	100
Meagantic	3113	39	121	30	121	30	121	30	0	0	0	0	0	0	100
Montreal Annex	4186	35	141	33	141	33	141	33	0	0	0	0	0	0	100
Montreal West	2977	35	101	27	101	27	101	27	0	0	0	0	0	0	100
Mystic	2049	32	61	15	61	15	61	15	0	0	0	0	0	0	100
New Richmond	7063	25	271	37	271	37	271	37	0	0	0	0	0	0	100
Parishine	6382	24	241	27	241	27	241	27	0	0	0	0	0	0	100
Portage du Fort	5731	23	131	27	131	27	131	27	0	0	0	0	0	0	100
Rawdon	2763	23	101	27	101	27	101	27	0	0	0	0	0	0	100
St Andrews	4178	22	181	24	181	24	181	24	0	0	0	0	0	0	100
St. Hyacinthe	3401	22	151	23	151	23	151	23	0	0	0	0	0	0	100
St. Lambert	14614	20	711	10	711	10	711	10	0	0	0	0	0	0	100
St. Sylvestre	6840	18	311	10	311	10	311	10	0	0	0	0	0	0	100
Sawyerhill	11993	16	191	3	191	3	191	3	0	0	0	0	0	0	100
Scottstown	2883	16	141	3	141	3	141	3	0	0	0	0	0	0	100
Sorel	1248	16	71	2	71	2	71	2	0	0	0	0	0	0	100
South Durham	2202	14	141	2	141	2	141	2	0	0	0	0	0	0	100
Staubridge East	3703	13	241	2	241	2	241	2	0	0	0	0	0	0	100
Liverton	4782	12	241	2	241	2	241	2	0	0	0	0	0	0	100
Waterville	2510	11	241	2	241	2	241	2	0	0	0	0	0	0	100
Windsor Mills	4322	11	441	2	441	2	441	2	0	0	0	0	0	0	100

TABULAR STATEMENT IN CONNECTION WITH THE JUNE EXAMINATIONS OF 1900. (ACADEMIES.)

NAMES OF ACADEMIES.	Grand Total Marks	Pupils in										Mks for Equipment																		
		Ex. Grades.		U. M. S.		Grade I Ac.		Grade II Ac.		Grade III Ac.			Lat.-Grek.	Frch	Eng.	Geom.	Alg.	Arith.												
		Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.																			
Aylmer	6895	48	33	26	6	2	12	0	12	5	2	4	0	4	5	29	.....	15	11	13	12	10	18	8	18	8	862		
Bedford	2971	52	36	18	6	12	9	1	8	5	3	1	0	1	6	0	.....	10	8	14	3	4	5	13	5	13	4	799	
Coaticook	7000	71	27	18	15	3	7	0	2	2	0	5	4	1	4	0	.....	14	4	10	0	7	4	10	2	16	2	1042	
Goupton Ladies' College.....	5816	77	33	13	11	2	3	2	2	0	4	0	2	0	10	0	.....	13	1	11	2	7	1	13	0	11	0	935	
Cookshire	16169	73	68	43	33	10	18	2	6	13	12	1	10	7	3	2	0	13	9	33	20	23	2	39	4	42	1	989	
Cowanville	6429	70	70	13	6	7	5	2	5	4	1	3	1	3	1	3	0	17	2	16	1	6	6	18	1	13	4	969	
Danville	1698	450	73	45	44	115	15	0	17	17	0	3	3	0	10	9	.....	33	1	42	3	20	9	44	1	35	8	993	
Dunham Ladies' College ..	9976	67	48	25	18	7	3	0	7	7	0	8	7	1	6	14	0	1	20	5	23	2	9	5	20	5	17	1	985
Granby.....	10957	80	67	27	26	1	8	1	10	10	0	5	0	3	0	5	0	26	1	25	2	11	2	27	0	26	1	943	
Huntingdon.....	3284	188	145	69	61	8	15	14	129	27	2	18	3	5	7	0	3	51	8	67	2	33	21	63	0	61	6	1053	
Inverness.....	3914	66	35	12	9	3	5	4	1	2	2	0	1	1	2	1	2	10	2	10	2	5	2	10	1	8	1	812	
Knowlton.....	16584	72	83	42	35	7	10	0	14	14	0	12	2	0	6	0	.....	37	5	35	730	2	35	7	31	6	941		
Lachute.....	23563	75	69	52	39	13	15	7	8	10	10	0	8	7	1	0	.....	4	35	45	7	23	13	48	4	46	6	1034	
Lenoxville	4813	61	46	17	8	9	5	4	3	1	3	0	3	1	0	1	.....	13	4	11	6	4	1	5	9	13	4	807	
Ormsdown	13363	69	49	36	26	7	13	12	7	7	0	10	7	3	6	3	3	15	8	2	29	1	15	7	27	9	29	7	879
St. Francis College.....	16297	70	60	43	31	2	12	0	11	9	2	11	5	3	9	5	1	36	7	37	6	13	3	32	10	27	7	915	
St. Johns.....	11617	171	33	9	7	2	4	4	0	3	0	3	0	1	0	1	.....	9	0	8	1	1	1	9	0	8	0	639	
Shawville	15128	75	61	37	27	10	10	0	10	9	1	11	8	3	6	0	.....	3	37	6	33	319	5	28	9	26	5	902	
Sherbrooke	27369	56	112	59	51	8	15	13	2	19	19	0	13	11	2	12	.....	5	2	5	28	11	52	6	49	8	1022		
Stantand W. College	18222	80	43	35	32	3	3	0	8	0	8	0	18	17	1	0	1	0	33	2	14	2	1	31	4	25	4	1040	
Sutton.....	3612	42	66	17	5	12	5	0	5	5	3	2	2	1	1	5	.....	7	10	13	3	3	9	7	12	12	5	500	
Three Rivers.....	4036	49	42	16	4	12	11	2	0	1	0	1	4	2	2	.....	3	7	3	5	11	0	4	6	10	2	4	814	
Valleyfield.....	11677	81	41	28	25	3	11	10	1	10	0	1	4	4	0	3	.....	1	15	0	2	15	0	26	2	37	1	1026	
Waterloo.....	16997	72	112	45	34	11	15	11	4	14	12	2	10	8	2	6	3	18	4	37	8	20	8	40	5	36	91	973

Books Received and Reviewed.

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

LITERARY ITEMS.

D. C. Heath & Co., publishers, Boston, have just published a GERMAN READER for beginners, by Professor Huss, of Princeton. Its special feature is an introduction containing an untechnical account of the main laws for tracing the relationship between German and English, together with exercises (made up wholly of cognates) for practice on the same. The reader proper is selected on the principle that easy reading is preferable to extracts rapidly increasing in difficulty, and that it is better to pass as soon as possible from a book labelled "Reader" to independent bits of literature now available in inexpensive and convenient form.

D. C. Heath & Co., Publishers, Boston. "Heath's Home and School Classics." These books are admirable in design, the printing clear and large, and the illustrations attractive and educative. They would be excellent for school libraries and for collateral reading in schools. We have just received in this series:

THE WONDERFUL CHAIR AND THE TALES IT TOLD.—Edited with introduction and notes by M. V. O'Shea, Professor of Education in the University of Wisconsin. In two parts. Illustrated by Clara E. Atwood after Mrs. Seymour Lucas. 96 pages each. 10 cents each.

JACKANAPES.—By Juliana Horatio Ewing. With introduction by W. P. Trent, Professor of English at the University of the South. Illustrated by Josephine E. Bruce. 64 pages. 10 cents.

GOODY TWO SHOES.—Attributed to Oliver Goldsmith. Edited by Charles Welsh, author of "Notes on the History of Children's Books," "A Life of John Newbery," etc. Illustrations after the original edition by M. L. Peabody. 64 pages. 10 cents.

HAMERTON'S CHAPTER ON ANIMALS—DOGS, CATS, AND HORSES.—By Philip G. Hamerton. Introduction by W. P. Trent, Professor of English in the University of the

South. With illustrations after Veyrassat, Van Muyden, Landseer, Rosa Bonheur, etc., by E. H. Saunders and D. Munro. 96 pages. 15 cents.

SHAKESPEARE'S THE TEMPEST.—No. 1 of The Beginner's Shakespeare. Edited by Sarah Willard Hiestand. Illustrations after Retzsch, portrait by Chandos. 110 pages. 15 cents.

The editors of the first thirty-six books in this series are: Edward Everett Hale, Mary A. Livermore, Thomas M. Balliet, George H. Browne, W. Elliot Griffis, Sarah Willard Hiestand, Elizabeth Stuart Phelps Ward, W. P. Trent, M. V. O'Shea, Charles Welsh, Charles F. Dole.

The texts of the books in the series are complete, with only such changes as are necessary to fit them for home and school reading.

LONGMAN'S FRENCH READERS—*Histoire d'Animaux* (Bertenshaw.)—This book contains excellent practical directions with regard to pronunciation, bright and interesting stories in conversational style, profusely illustrated. The exercises are well devised to teach composition and style, having an abundance of practical matter based on the reading, each piece emphasizing an important rule of French composition.

ELEMENTARY FRENCH UNSEENS.—This is a good collection of extracts from standard writers, graded with care as to difficulty of style. It might be used with great profit as collateral reading. S. C.

The Copp, Clark Co., Toronto. Wm. Briggs. A CANADIAN HISTORY FOR BOYS AND GIRLS.—The writer of this little work, Miss Weaver, is the author of a number of popular historical tales, "The Rabbi's Sons," "Prince Rupert's Namesake," "Soldiers of Liberty," and others—was one of those who competed when a prize was offered by the History Committee, acting in conjunction with the Provincial Governments, for the best work on the subject. Miss Weaver's history was very highly approved by a number of those who read the original manuscripts then submitted. Since that time she has re-written the book, shortening and simplifying it to adapt it for use in the History classes of the Public Schools.

Miss Weaver has sought, in a style simple and clear, yet

graceful and easy, to describe the great features of our history fully and vividly, and, at the same time, has avoided the not uncommon error of introducing unimportant details which should have no place in a book of this kind.

The arrangement of the subject, topically, is very good.

MacMillan & Co., London and New York. THE AENEID OF VIRGIL.—T. E. Page, M.A. This 1900 edition of Virgil contains many and valuable critical notes on books VII. to XII.

Correspondence

To the Editor of the EDUCATIONAL RECORD :

Will some one please suggest a familiar air suitable for the Battle Song ?

Unsheath the sword my heroes,
Unfurl the flag on high,
Freedom has been trampled on,
Soldiers, do or die.

Please print a few easy drills or exercises suitable for an ungraded school.

From

A BACK WOODS TEACHER.

The drills or exercises asked for will be published next month. Musical authorities confess themselves unable to suggest a popular air suitable to the above lines. The lines are too short and the accent unusual.—*Ed.*