

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

1898 4 B. du P. *revenue*

THE
EDUCATIONAL RECORD

OF THE
PROVINCE OF QUÉBEC.

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

VOL. XV.
JANUARY TO DECEMBER.
1895.

MONTREAL:
CANADIAN SUBSCRIPTION AND PUBLISHING CO.
1895.

CONTENTS.

	PAGES
Address of Welcome	342
Authorized Text Books, List of	288
Bible Study	287
Books Received and Reviewed 30, 67, 162, 224, 275, 317,	386
Call a Spade a Spade	1
Current Events..... 15, 48, 79, 112, 144, 180, 244, 302, 336, 370	
Correspondence, etc..... 29, 63, 90, 160, 223, 265, 316,	384
Convention of 1895	293
Circular for 1895..... 96,	321
Cornish, Rev. Dr., Death of	244
Diplomas, First-class	100
Duty of the State towards Secondary Education	101
Definite Methods of Child Study	294
Directory of Superior Schools	320
EDITORIAL NOTES AND COMMENTS—	
Efficient Teacher, The	10, 143, 367
Old Fashioned Country School, The	11
Civics	12
Home Lessons	14
Out-door Instruction	14
School Methods	14, 78
Training of Teachers, The	44, 142
Better English	45, 242
Physical Training	46
State Education	47
Text-Book Changes	75, 142
Bible Study	75
Male Teachers	76
Women College Graduates	76
School Work	77
Interest in the Uninteresting	77
Freedom to the Child	141
Make a Combine	144
Manitoba School Question	175
Teachers' Salaries	176
Examinations	177
Conference of School Inspectors	238
Getting On	241
Teachers' Tenure of Office	241
Elementary Education	299
Dr. Peterson	299
Convention Week	332
Christmastide	367
Loan Fund	367
Public Play-grounds	369

	PAGES
Education of the Young in the Principles of Hygiene.....	165
English in the Schools.....	357
Expulsion from School.....	235
Fractions.....	232
Frontier Association of Teachers.....	48
Gazette Notices.....	100, 226, 319, 356
Gault Institute, The.....	337
How to make Room for all the Subjects which are to be Taught in our Schools.....	37
Literature, Historical Notes, etc. 20, 56, 84, 116, 149, 191, 249, 308, 342,	375
Local Neglect.....	107
Landslide, The.....	200
Mistakes in School Management.....	69
Magrath, Inspector, Death of.....	304
Nature Study.....	229
Official Notices.....	100, 226, 319, 356, 388
OFFICIAL DEPARTMENT—	
Report on School Exhibit.....	32
Minutes of the Protestant Committee.....	33, 93, 277, 278, 347
Notices from the Official Gazette.....	68
Central Board of Examiners.....	96
Dominion Educational Association.....	99
Text Books.....	100, 288
First-class Diplomas.....	100
New Scheme of Bible Study.....	287
Tabular Statement, June Examinations.....	290, 323
Pension Fund Statement.....	292
Practical Hints and Examination Papers—	
27, 62, 89, 124, 154, 201, 258, 313, 346, 380	
Plea Against Prizes.....	109
Provincial Association of Protestant Teachers.....	126
Patriotism in the Public Schools, Best Method of Teaching.....	133
President's Address, The.....	325
Protestant Committee, Minutes of.....	33, 93, 277, 278, 347
Sure Cure for Truancy.....	111
Spiritual Side, The.....	73
Study of Flowers, The.....	138
Study of Children, The.....	168
Superior Schools, Directory of.....	320
Tone of the School.....	236
Text Books, List of.....	288
Teaching of Subjects, etc., The.....	116

THE
EDUCATIONAL RECORD

OF THE
PROVINCE OF QUEBEC.

No. 1.

JANUARY, 1895.

VOL. XV.

Articles : Original and Selected.

CALL A SPADE A SPADE.

BY W. E. JONES, RICHMOND.

I can readily apprehend that the predominant thought in the minds of this audience takes the shape of the question, what is he going to lecture about? The answer to that interrogatory will appear by and by. I say, with all the emphasis appropriate to good and necessary advice to the students of this institution, CALL A SPADE A SPADE.

Do not ever commit the absurdity, perpetrated by a certain popular writer who describes a spade as "a well-known oblong instrument of manual industry."

Be simple, be unaffected, be honest in your speaking and writing. Never use a long word when a short one will do. Elegance of language is not only permissible but is indeed desirable, when you can command it, but that is in the power of but few: simplicity and straightforwardness are in the power of everyone, therefore be natural in your speaking and writing. Write much as you would speak; speak as you think. In this connection I am reminded of an anecdote of Dr. Johnson, who as you know was a rough diamond, but a remarkably wise and candid critic. He was once consulted by a very clever literary lady of airy and volatile temperament,

who was conscious of being invariably heartily laughed at whenever she spoke in the conversation of literary circles. She confessed this suspicion to the doctor and asked his advice.

"Madam," said he, "be natural and true to yourself. You are apt to forget it and that is why you are esteemed a fool."

These words of the great lexicographer contain the key-note of my theme this evening, CALL A SPADE A SPADE.

It is affectation which is the root of offences against good language and good manners. The simple and uncouth expressions of the circus clown are often far more nearly allied to the roots of our mother tongue than the high-flown efforts of mannerists and euphemists, and people are never ridiculous as long as they are contented to remain themselves.

I charge our educational institutions with neglecting the cultivation of what is called the "Queen's English," that is, the proper use in writing and speaking of our idiomatic mother tongue. I am not going to discuss this subject from the standing-point of grammar, spelling and pronunciation. Many of our writers and speakers use faultless grammar, yet they offend against the idiom of our language; and again many whose grammar is woefully defective do catch that idiom and, being understood by those whom they address, they influence the spread of knowledge, and so accomplish an educational work that the grammarians fail in utterly.

As a rule, you will find that discussions on these points are not common among men of learning, for the same reason that points of etiquette are not discussed among well bred people. Grammarians and rhetoricians may set bounds to language, but usage will break over in spite of them.

The discussion as to what is correct in the structure of language intended to express our ideas depends on the direction and deviations of the current of a nation's thoughts, and the influence exercised on words by events beyond man's control. The elegance, accuracy and propriety of the language in use among a people depend mainly on the preservation of a pure standard of speech at the bar, in the pulpit, in parliament, and as far as possible by the periodicals and principal newspapers, though the jargon of the average press, unhappily, acts more commonly in the opposite direction; indeed, for much of the vile English in common use, both in ordinary conversation and in our periodical literature, to say nothing of that used by a majority of platform speakers, the newspapers are responsible.

Excluding the leading newspapers, which as a rule do express themselves in idiomatic English, the press are very great

offenders in the expression of thought and still more against the canons of a refined taste.

Certain it is that, owing to various causes, some of which I shall presently mention, the well of pure, sound English is in great peril of permanent defilement: and any duly qualified person who has a chance of being listened to, can hardly do a better service to the young people of our country than by giving them practical hints which shall aid them to correct the habit of using language which is not English, and which is utterly at variance with the advice which the title of this lecture seeks to enforce, Call a spade a spade.

The need of such monitors is pretty obvious, when we read over in a Queen's Speech prepared under the scholarly eye of Mr. Gladstone such a sentence as this:

"The territories which have hitherto been under the sway of the King of Denmark, should continue so to remain."

I do not stop to criticise the grammar of this sentence, but I protest that the expression is unidiomatic. It is not the Queen's English, though Her Majesty was made to utter it. The question whether any word or phrase is or is not good English is strictly a question of fact, not altogether one of grammar. We have most of us received our first notions of grammar in connection with the dead languages. For Latin and Greek there are fixed standards of purity; at any rate conceivable standards, though scholars may dispute as to where the line should be drawn; but for a living language there is, and can be, no standard but the usage of educated men.

But although I admit the force of usage, which is continually legalizing expressions before unknown, or proscribing expressions once familiar to our forefathers, I am entitled to claim that these innovations should be governed by the usage of the educated classes, and not of the illiterate and vulgar. A conflict is always going on between the written and the spoken language of a country, because it is written by the cultivated few, it is spoken by the less cultivated many. Those who write labor on the whole to preserve the traditions and fences of the language, those who speak to break them down.

This is an age when newspapers and cheap literature, these media of imparting knowledge, are universal. Everybody who can read, reads them. The more sensational they are, the nearer they approach in their methods of expressing language to the common idiom in vogue, the more popular they are, and it is for this reason they are popular. The average country newspaper is a hideous travesty upon good English, so is most of

the literature which finds favor among the public, including quite a proportion of people who call themselves educated. They become familiar with the slipshod English and all the atrocities of the language which they read; and on the model so acquired they frame their conversation and they copy it when they write. This is one of the ways in which the pure stream of our mother-tongue has been defiled.

National mind is reflected in the national speech. If the way in which men express their thoughts is slipshod and mean, it will be very difficult for their thoughts themselves to escape being the same. If it is high-flown and bombastic, a character for national simplicity and truthfulness, we may be sure, cannot be long maintained. Every important feature in a nation's language is reflected in its character and history. Look, to take a familiar example, at the process of deterioration which our Queen's English has undergone at the hands of the Americans. Look at those phrases which so amuse us in their speech, their books, and their newspapers: at their reckless exaggeration and contempt for congruity; and then compare the character and the history of the nation. The preservation of the purity and force of our noble mother-tongue, for its own sake alone, appears to me a sufficiently important object to have much more attention paid to it than is given to it in our institutions of learning; and forty years experience as a public journalist have proved to me that hundreds, I may even say thousands of young men and women who graduate from them with what is called high honors are incapable of writing a page of clear, idiomatic, understandable English.

I do not propose to come to the defence of mere doctrinaires, who find fault with a writer's or a speaker's language merely because his words are so arranged as to produce meanings ludicrously different from what he really intended. These critics proceed on the assumption that no sentence is correct unless the mere syntactical arrangement of the words, irrespective of their meaning, is such that they are incapable of having a double aspect. Let me illustrate this: we say, and properly, "we saw a red Indian's wigwam," but we don't say "we saw a blue sailor's jacket." Yet according to these doctrinaires, a phrase is inadmissible that does not allow of being followed out as a precedent. In the first phrase what is meant is the "wigwam of a red Indian," and by the latter, "the sailor's blue jacket." Both are strictly idiomatic; and the latter expression though it does not follow the precedent of the former, conveys to the mind the only meaning it is capable of.

It is quite a mistake to think that all sentences must be framed according to a formula, whatever be the context. Provided you avoid real ambiguity, you have a perfect right to arrange your words in any order which the idiom of the English language admits of. If a man writes or speaks in a way which cannot be misunderstood by a reader of common candor and intelligence, he has done all as regards clearness that can be expected of him; but much that is written, many of the great speeches we read, and most of the conversation indulged in, is not clear; it is confused, it is either interlarded with words which do not express the thought or idea intended, or else it is smothered by a redundancy of words that obscure the meaning. Read, for instance, the declaration in some law suits: it will take you a considerable time to know what its prayer is, unless you happen to be familiar with the subject. Though it may be grammatically expressed, it is not idiomatic.

Again I say, "Call a spade a spade." I do not propose to advert to the genuine peculiarities of certain writers, who, having a style of their own, with peculiar habits of expression, the world of readers first tolerates and after a time they often learn almost to love these writers for their own sakes. Carlyle is one of these literary libertines: Ralph Waldo Emerson is another, and Kipling is a third one. There is no danger that they will influence the literature of the time, or that their works will change to any great extent the idiomatic English standard of the educated people of the nation.

Most original writers have some habits of expression which are peculiar to themselves, and their writings are read by those only who are capable of winnowing the excellencies from the froth and exaggeration in which these writings may abound. Seven-tenths of what is written and read is of that class of literature which reaches to and does not go beyond the standard of average intelligence. They write what is expected of them and in the style most likely to appeal to the average understanding.

There are two or three prevalent faults of style to which I will now advert, which are common to both writers and speakers: the first is the use of inflated and pompous terms and the unnecessary use of words in giving expression to thoughts and ideas that are both simple and common.

Here is a specimen from the speech of a Cabinet Minister on a question under debate during the Franco-Prussian War. Speaking in relation to a motion made in the French corps legislatif, he said:

“The Minister having secured the attention of the tribunes observed that in presence of the gravity of the situation the mobilization of the National Guard was a measure of necessary precaution against the eventuality of a tentative disembarkation of the troops of the enemy on our coasts. Of two things the tentative must be assumed at once, whatever painful preoccupation it may excite, or the great cause of the solidarity of the peoples must be definitely abandoned.”

Interrogated respecting the concessions of the Eastern line of the Gavalotte defence, the speaker called in doubt “the exactitude of the details put in evidence by the honorable deputy who improvised the motion before the legislature and invoked the textual reproduction of the project of law.”

The measure, he said, “had been consecrated in the interests of the future, and came to establish the beginning of a new military hierarchy, destined to close in a brief delay all the so regrettable attributions of the system of to-day.”

There are just one hundred and sixty words in this extract. If I understand at all what this speaker meant, I think I could put his meaning and make it absolutely intelligible in forty words. I do not know which it was, the French Minister from whom this is quoted, or the English Minister who recited it in our House of Commons, that is responsible for this avalanche of unintelligible jargon, but I do know that it is a most atrocious misuse of language. It is however very common, and I regret to notice that it is very much in vogue in the literature of the day: and I think I have heard something very much like it from young men of this college who have been ambitious to shine as public speakers.

The practice also of interlarding English with foreign words and phrases is not to be commended. Our language is full and copious, capable of expressing every phase of thought, and there is no excuse for importing the foreign coin when our own mint can furnish us with all the literary currency that is needed. I am not speaking against a quotation from its original, but against the jerky practice of slipping in foreign words to express ideas that can only be intelligible to readers when written in English.

Another practice is to write of past events in the present tense. When it is used very sparingly and by a master-hand it may add occasional variety and liveliness to a composition, though it is not in accordance with the idiom of the English tongue. Used thus sparingly and discreetly, I do not object to

it, but the artifice of the style runs through whole papers, indeed whole volumes of our popular literature, and unless it is arrested reading will become nearly impossible to all lovers of pure wholesome English. Not satisfied with the emasculation of the past tense this class of writers have gone a step further by introducing a new tense, the paulo-ante-futurum or the præteritum-prophiticum for the further botheration of school-boys. Thus a writer of English history writing the records of a certain family who lived in the reign of Queen Anne, wishing to tell us that a certain baronet's wife and three sisters-in-law were the orphan-daughters of a country-squire named Talbot, and that these latter became wives of certain peers, expressed his meaning by saying :

"The four young girls *are* the orphan-daughters of Marmaduke Talbot. Helen *is* the first to get married, but the others *will soon* be in their turns followed. Jane *will* marry Lord G. and the others *will become* in due time Lady H. and Lady R."

Mercy on us! Jane and Helen, Elizabeth and Phœbe have been dead for two hundred years, yet this author speaks of them as though their respective marriages were events to come off in the future.

I venture to denounce another style of writing which has become fashionable. It affects to be humorous, and its adoption is prompted by the idea that it is necessary to be smart, and that that end may be attained by jerking in handfuls of substantives, adjectives and adverbs unconnected with any verb, as though the true object of writing was to puzzle instead of to inform the reader. Let me give you a sample.

Suppose that I am passing along Main Street and I want a pair of gloves which I obtain at Mr. Dubrule's shop and pay him a dollar for them. This is how a literary libertine such as I have referred to would describe the circumstance:—

"I am on Main Street. See a gents' furnishing store. I enter. On the left a counter. In front of it a chair. I sit down. Behind the counter a clerk, well barbered of course. A pair of gloves, if you please. Tan color I notice. Will I try these? Too large. I try a second pair. Too small. A third. A wriggle, a thrust, a struggle. They're on. That'll do. One dollar did you say? Thanks. Anything else this morning? O thanks. I rise. Resume my umbrella and depart. Once more I'm on Main Street."

Can anything be more horrible than this murdering of our English idiom? This jumbling, jerky insolence of composition

or rather decomposition? After a dose of this kind one longs to exclaim with Hamlet:—

“Leave thy damnable faces and begin,
“Tell us what thou hast to say, if anything
“Thou hast, and if not hold thy peace.”

Another new-fangled mode of writing may be called the parenthetic-allusive style. The chief characteristic of this style is an assumption that in knowledge and intellect the reader is exactly on a level with the writer, and that consequently it is unnecessary to say plainly what he means.

Now the function of critical and didactic writing is to convey information or instruction from one who is qualified to teach to another who desires to learn. If the latter knows as much as the former he doesn't need to be taught, and it is not unreasonable to ask why on earth a writer who acts upon the presumption that his pupil knows all about it should write at all. Here is a specimen which I clipped many years ago from a newspaper correspondent, writing the criticism of a speech from the gallery of the House:—

“We all remember what Sir John said on a certain celebrated occasion. Now, without waiting to ask the question which Mr. Blake asked of Sir Leonard, under circumstances somewhat similar,—though the reference to the red parlor (as to which see Hansard's Reports of that session) was a fairly good hit, one cannot help regretting that Tupper did not reply and settle the question of veracity in his triumphant style as he did on another occasion (who doesn't remember it.)”

This is vile. It is most bewildering, not only to those who did not know what he meant but to those who did, and yet such nonsense goes down, and because it is not ungrammatically put together, it is still called English.

Then there is editorialism,—for if we laugh at the infirmities of others, we must not shrink from commenting on those of ourselves. We must not:—

“Praise the things we are inclined to,
“While damning those we have no mind to.”

The editorial “we” covers a multitude of sins. By the use of this method of addressing the public the reader is impressed with the notion that the vaticinations and denunciations laid before him proceed from some infallible oracle, and not from some humble and perhaps only half-educated mortal, sitting biting his pen in anxious search for the materials for an article. The veil of the plural number, though almost universal as a

form of addressing the public, through the newspaper, has never found favor with the best writers; custom sanctions it, that is all. It is neither elegant nor convenient, and as a form, if it were adopted by writers generally, it would be intolerable to their readers. It has bad effects on style and on taste, and is destructive of all the traditions of our English idiom. It tempts even modest men to put on the disguise of egotism: and on the other hand it spoils all the graces and charms of those passages where the writer's own peculiar thoughts, actions or expressions can be brought forward. Many a confident assertion or dogmatic inpertinence now uttered under the mark of plurality would have been modified had the editor been distinctly reminded of his individual responsibility by a more natural form of speech. Personally I have experienced considerable embarrassment from the practice of concealing myself under this cover: but custom having sanctioned it, I do not feel courageous enough to be odd and peculiar, or to be characterized as a pedant wishing to make himself conspicuous in the profession.

In considering the perils to which a language is exposed the constant influence of corruption from foreign sources must not be overlooked. It would be safe to say that our English language has suffered in its purity more from the Americanisms that have been imported into it during the past 100 years than from any other cause. The slang expressions, extravagant similes, and coarse humor, which permeate our periodical literature, and particularly through the columns of our newspapers, as well as the ordinary speech of the day, come very largely from that source. Our language circulates much as our blood does. It brings back with it to the heart all sorts of impurities from the extremities to which it has penetrated and unfortunately nature has not provided any lungs for the oxygenation of speech. Writing and speaking were both more generally pure in the days of the essayists, of Goldsmith and of Burke, than they are to-day. The deterioration of our mother-tongue commenced with the colonial age. It is hard to fight against these colonialisms, and it is lamentable to notice how avariciously these un-English words and phrases are seized upon and made to pass current by many good, scholarly writers, who think it necessary to write *down* to the average intelligence, rather than to raise that intelligence by having a careful regard to the idiom of our comprehensive mother-tongue as it was spoken and written by the masters of the art 100 years ago.

With regard to magniloquence and misuse of words, I have

to earnestly remonstrate with those writers who will talk of "encountering an individual," of "partaking of refreshment," of "sustaining bereavement," of "a maternal relative,"—there is folly and conceit in such expressions. They are not English, though again I do not challenge the grammar of them. They are senseless elaborations of language, and I am sorry to say that some sciolists who should know better encourage these innovations upon our mother-tongue.

The study of language, as Professor Max Muller observes, is properly one of the physical sciences, but the difficulties of future philologers will be greatly increased by the intrusion into our English tongue of changes and combinations which have got there by no natural process, but owing to conscious and wilful interference.

You will perhaps say, "we are placed in a dilemma if we have to suspect the legitimacy of our English, as it is written and spoken in the common literature which comes within our reach, and in the conversations of those whom we are accustomed to class among the educated class."

Yes, I advise you to suspect the purity and correctness of very much that you read, and much that you hear from even educated persons. The standard is too conventional to be followed with safety.

What you read, let it be of the best,—the pure English from the mint of such minds as Goldsmith and the essayists of his time, the writings of Macaulay, Harrison Thirlwall, Glegg, Green, Whateley, Alford and a host of others who do write good, idiomatic and elegant English, and the speeches of John Bright, Fawcett, Lowe, and the Duke of Argyll,—all masters of strong and pure Saxon.

Learn to speak correctly,—don't worry yourselves to death about the grammar,—find out what is the true idiom and follow it,—then write as you speak and speak as you think.

In brief, "call a Spade a Spade."

Editorial Notes and Comments.

At the beginning of a new year the teacher may feel strong enough within him the desire to magnify the office of his calling, and yet fail to find in his environment the opportunity of doing so. The publicists of our time, however, never fail to sound the praises of the efficient teacher, and when we hear one of them declaring that buildings, equipments, library and apparatus do not make a school, but that our educational

system depends for its results upon the fitness of the teacher, we can hardly accuse him of exaggeration. The teacher undoubtedly makes the school, but who or what makes or ought to make the teacher? On whom or on what rests the responsibility of providing efficient teachers? "*Study the child* is the watchword of the teachers of the present," says a contemporary, "and the voice of the croaker is evidence that it has disturbed the rest of a good many slumber-loving people. 'What do I want to study children for?' an aggrieved groove-runner writes. 'I know what a child is made of the moment I see it. I have to deal with a class and cannot bother with individuals. If there are a few blockheads among them I cannot help it. They are born to be trodden under foot in the world and they may as well get used to it in school. I believe in pushing the class ahead to the next room, and if the great majority passes I know I have done my duty. Child study may be all right in private schools with small classes and a happy-go-lucky curriculum, but not in public schools with large classes and strict rules.' This is a tolerably emphatic declaration, and, it is hoped, has eased the writer's mind. What parent would send his child to such a teacher to be educated? Child study has opened a new, a better world for the rising generation. Education has received a new meaning through it. The child must be the measure of all educational result. Each little one fills a particular place in this world. There is, as Kant puts it, 'a divinity' within him. That the educator must try to discover and make free to assert itself. Study the child and learn to administer to his particular needs! In these words lie all the problems of education."

—The *Atlantic Monthly* has given the "good old times" man access to its pages, and this is how he discusses the old-fashioned country school: "They had no curriculum," he says, "no notions of time allotments, and harmonious development, and logical sequence, and the rest of it, but only a simple and direct way of getting children to read, write and cipher at a very early age, and to be ashamed if they did it badly. Then—and here was the great unconscious principle that the country school was demonstrating—wherever any pupil had a point of individuality to work upon, some taste or some talent, there the teacher found his opportunity. The college youth, himself just waking up to the charm of literature or the fascination of scientific experiment, was led instinctively to pass on to his enquiring pupil some spark of the divine fire of original study. The close personality of the relation gave a

power to the teaching which no mechanical system could ever attain. It was the method which the experience of the world, from Socrates down, has shown to be the only effective one—the method of direct impact of one mind on another.

“Under the system, which was no system, the mind of the pupil blossomed out into the most vigorous growth of which it was capable. It never got the ruinous notion that a machine was going to do its work for it; there was no machine. If the teacher had anything in him, it was called out by the fresh, unspoiled enthusiasm of the ‘getting through’ the country school. The pupil went there term after term, year after year, simply demanding, as did the pupils of ancient Greece and those of the fair early days of the mediæval university, whatever new the teacher of the moment had to give. There was no ‘course,’ because there were no limitations of subject or of time. In that procession of active youth coming from the larger life of the college there was sure to be, sooner or later, some representative of every subject of study. The strain on the personality of the teacher was immense, and it produced a response. Individual answered to individual, and out of this give-and-take came originality.

“Then there was a change. All this was found to be unscientific. The method must be made conscious of itself. There arose a being whose shadow has since darkened all the land, the ‘educator.’ To be simply a teacher was no longer enough; we must have educators, and that quickly. This hodge-podge of pupils of different ages must be broken up into ‘grades.’ Every pupil belonged in a grade, and there he must go and stay; if, at the given time, there was no grade in which he precisely fitted, so much the worse for him; away with him into the outer darkness.”

--When Mr. William Patterson, of the Royal Arthur School, Montreal, introduced the discussion amongst his fellow teachers of “civics” as a branch of school study, he probably had in view school exercises similar to those which have been described as having lately taken place in a neighbouring high school previous to a local election. “Two days,” it is said, “were appointed as registration days. Regular judges and clerks of election, one for each party, were appointed, and registration books kept in due form. On election day, ballots, a reproduction of the official one, excepting in color of paper, were provided, and every registered pupil, boy or girl, appeared at the polling place, was entered upon the poll-book, was handed a ballot by the judge, retired to a booth, marked his ballot, and

saw it duly numbered and deposited in the ballot-box. There were official challengers at the polls representing each party, and some votes were sworn in according to the usual form. After the polls were closed the judges and clerks completed their duties in regular fashion, and duly delivered the poll-book and ballot-box and ballots. Two hundred and sixty out of 320 pupils participated in the election, including nearly every boy, the girls reflecting the divided sentiment in regard to voting which exists among their mothers. Before and after election some time was spent in exercises giving instruction in regard to voting, some of the few wrongly-marked ballots thus serving a useful end. Afterwards written discussions on the ballot were handed in by the school as a lesson in civics."

—"Every reader of this journal," says *Intelligence*, in commenting on the above exercise, "will bear witness that he has seen in it very few commendations of novelties or matters that would require the slightest interruption of the regular daily programme of work, either in high school, grammar school, or primary school. As a rule, teachers and principals, although permitting much less of it than formerly, are too ready to allow extraneous matters to interrupt the regular and steady current of daily school work. But we believe most heartily in the practice, and we wish it were universal, of devoting a day to memorial exercises in honor of the soldiers who fell in defence of the Union and in planting and nourishing those sentiments of national loyalty which have made and have preserved us a nation. In fact there is no duty resting upon the public school, not even the duty of teaching our children to read and write, which is so imperative as the duty of creating intelligent, patriotic citizens. We believe also that the schools ought to impart to our children the fullest practicable amount of information in regard to the duties and responsibilities of citizens. Our schools should do more than they do to prepare the pupils for citizenship. There is too wide a gap between the schoolroom and the live questions in which every intelligent citizen is interested. There is no citizen whose opinion is of any worth who would not approve of such an exercise, provided, of course, that it was conducted as a matter of business, and not as a frolic. Make a note of it, and when the next election comes round consider whether it would not clearly be putting a little time to the best use to let the young people in your high school, particularly in the upper classes, go through the regular process of voting, accompanying the exercise with

a discussion of our system of voting and of the sacredness of the ballot."

—There is something perhaps in what the *Home Journal* says, when it addresses our teachers to the effect that it is over-taxing parents and friends to ask them to supervise work which properly belongs to the duly qualified instructor. Text books and methods change so rapidly that we who finished our school days a score of years ago feel that our powers are altogether inadequate to the demands upon them when we are confronted with some knotty point in grammar or a more serious difficulty in mathematics. We can only sigh helplessly over our inability to throw any light on the subject, and feel strongly that it was the duty of the teacher to have explained the problem so as to make it clear to the juvenile understanding. Is it not about time our teachers were beginning to discuss whether the home task should not become a thing of the past?

—One of the recommendations of the Committee of Ten is as follows: "The committee venture to suggest that, in addition to the regular school sessions in the morning, one afternoon in every week should be used for out-of-door instruction in geography, botany, zoölogy and geology, these afternoon and Saturday morning exercises to be counted as a regular work for the teachers who conduct them. In all laboratory and field work the committee believe that it will be found profitable to employ as assistants to the regular teachers—particularly at the beginning of laboratory and field work in each subject—recent graduates of the secondary schools who have themselves followed the laboratory and field courses." In our climate this suggestion appears especially apt for the fall and spring terms. It is directly in line with objective teaching, tends to bind the school work with the things of daily life, and may be promotive of the best relations between teachers and pupils. In how many of our schools has it yet found a place? We should be glad to have accounts of even small beginnings of such a practice.

—Every school is exposed to the tendency of pushing academic methods down too low, or to the counter tendency of pushing primary methods up too high. Nor is there a sharp line of demarcation between the two stages and phases of teaching; the one shades off into the other. And this region of transition is the truly delicate part of teaching; a nice touch, a strong touch are necessary to the successful tiding over of this crisis. Never will the advanced teacher get beyond the need of

developing an idea; but he will get beyond the business of developing ideas. Never will the primary teacher have to develop every idea; but he will be always in the business of developing ideas. The two arts contrast in every way. The primary teacher is before the children telling them where to come and seeing that they get there; the advanced teacher is behind the children telling them where to go and seeing that they get there. The primary teacher makes use of allurements; the advanced teacher makes use, if need be, of a gentle whip or spur. So we should discriminate. That is why I say that inductive teaching should not be carried beyond its proper limitations, and *vice versa*. I deem it as great an offence to babyize the upper grades as to stultify the lower ones.—*John Kennedy*.

Current Events.

There is an honest word of advice in the New Year's address of the *True Witness*, of Montreal, when it says: "In the year to come we also wish to see union and tranquillity reign; we desire that all foolish differences, that only tend to darken life, be drowned in the stream of true and honest tolerance; we trust that a harmony and mutual understanding may exist between the different races and different creeds that go to make up our Canadian population. And, if our desires are realized, as we trust they may be, we will see this country advanced one more giant stride along the highway of national prosperity, and approach one station nearer to the goal of destiny, the position of queen of this new world, home of good principles and shrine of the civilization of true Christianity. Once more, to all, 'A Happy New Year,' and we will add, 'many happy returns of the same.'"

—William E. Lacey, who lately kept a baby farm in Toronto, was before the police court recently. The witnesses related shocking stories of the ill-treatment of infants in Lacey's establishment. Lacey used to call them in out of the dirty yard, where they played with a lot of goats, and whip them with a piece of rope. If they fell Lacey would kick them and put them to bed. He had in his place some children of six years of age. He used to feed them on dry bread and a cooked mixture of flour and water without sugar. If they would not eat it they were whipped. Miss Tracy gave testimony as to children sleeping on straw mattresses, and when the little ones forgot themselves in the night, Lacey would take them out of bed and plunge them in cold water, and if they objected they

were beaten with a strap. Lace was found guilty and sentenced to jail for three months and to pay a fine of \$100. This is the highest sentence that can be imposed for such an offence.

—The management of the Montreal School of Cookery will inaugurate a series of laundry and cooking lessons for the benefit of the poor women of the city. A nominal fee of five cents an hour will be asked. The cooking classes will meet on Monday and Tuesday evenings; that of the laundry on Thursdays and Fridays. In connection with the latter class it is proposed, after a certain efficiency has been attained, to grant the members diplomas, which will enable them to secure work themselves. Miss Richards, a lady from England, and an expert upon the delicate dishes of English cookery, will arrive at the school on February 18th, and will give a six weeks' course in this branch of the epicurean art.

The *Star* wants Mr. Hackett's bill of tax exemption made clearer. The clause it would have explained reads thus:—“Every school and school-house and other educational institution, and the land on which they are erected, and the dependencies thereof, shall be exempt from all municipal taxes, whatever may be the act of charter under which such taxes are imposed.”

—An important feature of the past year is the erection of an extension to the main building of the Faculty of Medicine at McGill University. The influx of students has been so great of past years that the old building was found to be totally inadequate to accommodate those who wished to learn and to learn thoroughly. The formation of classes was rendered extremely difficult, and it was clearly seen that more room had to be provided for the proper carrying on of the work of the University. Last year, owing to a very generous gift from Mr. J. H. R. Molson, the Faculty was enabled to purchase the property of Sir William Dawson, situated in the rear of the college grounds, and to commence upon this land the extension which was opened a short time ago, and which will, with its modern apparatus and very efficient appointments, adequately supply the needs and requirements of the Faculty for some time to come. The new building is built from plans prepared by Mr. Andrew T. Taylor, and is constructed of Montreal limestone. It serves as a continuation of the two older buildings and is so arranged as to connect with the Pathological department.

—The old buildings of the Medical Faculty of McGill have been altered to meet the requirements of the increase in the

number of students. The ground floor consists of library, museum, faculty rooms and registrar's office. The floor above has been converted into an enormous dissecting room, anatomical room, and private apartment for Dr. Shepherd, the professor in charge. The space formerly occupied by the department of practical chemistry and physiology has been changed into a chemical laboratory under the control of Professor Ruttan. All these are being fitted with modern apparatus and fixtures. The whole building, including the extension, is beautifully furnished in ash.

—Pres. Schurman, of Cornell university, concedes that "Greek must go"—in other words, that the university must recognize that Greek is not essential to one who desires the university to stamp him as a graduate. This does not completely state the case. Once there was nothing but Greek and Latin for a young man to study when he entered college; now the subjects of study are numerous; and others beside Latin and Greek are so valuable that it is profitable to put the latter aside. This is not all either. The preparatory schools are of a far higher character than they were, and the student gets a language drill in them that once required two years in college. Of course it seems hard to put aside the practice of ages, but as Emerson says, "To-day is a king in disguise." We must act for to-day and in the light of to-day.

—The formal opening of the Teachers' college in New York gave an opportunity for the expression of opinions concerning the new phase of education which it represents. Pres. Eliot said: "This institution will not ignore a knowledge of the child's mind; it will give psychology its just place in the teacher's business. It will endeavor to lead the child into a comprehension of the various beauty which surrounds him, and thus indicate the way which all American schools will follow. When a love of beauty permeates the whole system of our education, then a new influence will be developed in American society. Cicero says somewhere that 'Beauty is only an image of something still more beautiful, of which the present beauty is only an expression.' In our case may not that higher beauty be the loving spirit without which no true teacher can truly work?"

—Pres. Gilman at the opening also referred to the teaching of "hand-craft" as well as "read-craft" of high importance to right development; he presented by several illustrations the need of "hand-craft" by the teacher. The fact that this college has secured magnificent buildings and an adequate

endowment from private purses shows the interest that has been aroused by the New Education in this city.

—It is proposed to found in this city a school of music, which will provide the means for a complete course of study in all the branches of the art. The need of such an educational institution in Montreal is apparent to any one at all familiar with the musical conditions of this community. The efforts of those who for many years have striven to develop here a taste and love for music, have, within the last decade, produced most encouraging results. A widespread and constantly increasing interest in musical art has been awakened, and the importance of music, as one of the great elevating and refining influences by which society is moved, is now generally recognized by our people. With this interest has developed, also, a desire for increased musical knowledge and increased facilities for its attainment. Unfortunately, the gratification of this desire lies within the reach of only a small proportion of our population; and this chiefly because of the very limited opportunities afforded by our existing musical resources. To the larger proportion, however, not a few of whom are endowed by nature with musical tastes and abilities, the Conservatory, with its many and diverse branches of study, its class teaching, its faculty lectures and musical entertainments, the interchange of thought, the opportunity for observation, and the varied practical experience it affords the student—to mention only some of the more important advantages it offers—would at once open a way for the acquisition of the extended musical education desired: while to those whose means are restricted, the greatly reduced cost of tuition would make possible a thorough course of study which otherwise could never be obtained. It is to afford these musical advantages to the many who may desire them that the present scheme is projected. For its successful accomplishment, it is evident that the proposed Conservatory must be operated and maintained upon broad and progressive principles, and be fully equipped for thorough and comprehensive work. It is intended, therefore, to make its curriculum as full and complete as that of any similar school on this Continent. The branches of study will embrace everything connected with vocal and instrumental music, and include elocution and some of the foreign languages.

—It is pleasant to learn that Compton Ladies' College has resumed its work after the holidays. The Rev. Mr. Parker has issued a circular in which the medical inspector declares that everything has been done in the interest of the institution and those committed to its charge.

—Dr. James McCosh is described as the most eminent Scotchman who ever Americanized himself. Whether he really had that distinction or not, he was a voluminous and popular writer and did good work in the field of education, both as Professor of Logic and Metaphysics in Queen's College, Belfast, and as President of the College of New Jersey, at Princeton. It is worthy of note that, although Dr. McCosh was more than fifty-seven years old when appointed to Princeton, he held his office there for twenty years. Of his works, the most popular was the "Method of the Divine Government, Physical and Moral." *Apropos* of a continuation of the "Method" the following anecdote is told by an American biographer, also, we imagine, of Scotch extraction. The publication of the book attracted public attention to the author, both in Great Britain and the United States. Some one having sent a copy of it to Lord Clarendon, then Lord-Lieutenant of Ireland, that nobleman began to read it before divine service on a Sabbath morning, and became so interested in it that he forgot to attend church. It was to this circumstance that Dr. McCosh owed his appointment at Belfast.

—The Department of Public Education in South Africa again gives notice that a free course of training for (a) acting uncertificated teachers (excluding pupil-teachers), (b) certificated teachers, will be given in Cape Town during the summer vacation. Lecturers specially qualified to illustrate the best modes of teaching the various elementary school subjects will be engaged. All books and material will be supplied free, and the cost of the journey will be refunded by the Department at the end of the course. Teachers will thus only require to provide their own board and lodging.

—Commissoner Hubbel, the organizer of the anti-cigarette movement, has urged the board of education to encourage physical training among pupils. His resolution gives permission to the trustees to appoint a board of physicians for the purpose of taking physical measurements of such pupils in the grammar grades as may desire it, such services to be performed gratuitously; that on such examination the physician point out to such students as may be found physically deficient any matter especially calling for correction; that permission be given to such male pupils of the grammar grades as may be designated by their respective principals to parade annually on the third Saturday of June; that such day shall be known as Public Schools' day.

—One of the sights of Montreal is a visit to the *Witness* office, which, for internal elegance, convenience and completeness of equipment has but few rivals anywhere. One's attention is arrested on the sidewalk by seeing through a window a Chinaman patiently turning a crank with the air of one who has a contract for a century of faithful labor, and means to fulfil it. The Chinaman is made of wood, and for steady, patient, endless toil commend us to a wooden Chinaman. Making bold to go in, we find ourselves in an enviable public office with tiled floor, hot-house flowers and what not. Then we were piloted up a spiral stair, through the great editorial room, to the battery of linotypes, which are the marvel of the nineteenth century as Gutenberg's movable types were of the awakening life of the fifteenth. The great Hoe press of the *Witness*, which prints almost any number of pages, from two to thirty-two, is the most complete machine anywhere. Close beside it you are shown on enquiry a patch on the floor where exploded the famous bomb some months ago, which the *Witness* doubtless owed to its active and effective war against gamblers and bunco steerers, a class which by exposure and clever caricature it has managed to drive from the city, or at least to deprive of the open tolerance and public freedom which they before enjoyed at the hands of sympathetic officials. The stand for law and order taken by the *Witness* lately resulted in an investigation of the police and detective system of Montreal, which has revealed the need of some revolutionary change. The paper is devoted to temperance and all good things. It claims to be independent in politics, and has certainly opposed with equal vigor the Conservative government at Ottawa and the Liberal Mercier government at Quebec. It is at all events a clean family paper, very carefully edited, and one of the prettiest in get-up and typography that comes to our office.

Literature, Historical Notes, etc.

THE OLD SCHOOLMASTER'S STORIES.

The past comes present as our own,
Is human nature aye the same?
The cause inconstant is it only seeming so?
The effects are but another name.

In the winter of 1852 I taught at Knox Cross-roads—a place where four country roads converged at the outlet of Long Pond. A quarter of a mile from the village a dozen dwellings clustered about a sawmill, shingle-mill and grist-mill on the outlet stream.

The red schoolhouse stood between the "mills" and the stores, tavern and church. The post-office was at the store kept by Mr. Hamlin, a very respectable old gentleman; but the other store, Crocker's, was a "rum-hole." Of course intoxicants were sold at the tavern, kept by Bixby; and down at the mills Junkins's grocery dealt out hard cider and rum. The children of these three rumsellers were among my largest and most influential pupils.

The school was the first of my teaching in which intoxicating liquor directly hindered progress in study and promoted disorder in the school-room. Some ten of the largest boys, youths from sixteen to twenty years of age, often went to one or the other of the drinking places at noon, and frequently returned excited, if not actually intoxicated. They were youthful tipplers, and almost sure to become sots. Remember that this was more than forty years ago, when the great temperance movement had scarcely begun.

I remonstrated emphatically with the young men, and they promised amendment, but soon I found them as bad as ever. So things went on until one afternoon Hilton Chase and Atherton Knights entered the school-room so much under the influence of liquor that I was obliged to send them from the room. These large boys were sons of two farmers in the neighborhood.

I felt that their parents ought to be informed of the matter, and therefore I called on Hilton Chase's father that evening. He was a red-faced man, and looked like a regular tippler, but I still hoped that my statement of his son's case might induce him to aid me in trying to reform the boy.

"Got drunk at school, did he, the little sarpint!" exclaimed the old man, boisterously, "Hoss-whip him, sir! Give him a good hoss-whipping! I'll bear ye out in it! I'll bear ye out in it, and ef I ketch him tight, I'll give him another one!"

The knowledge that his son had been intoxicated did not seem to shock the old man at all, so I left him, disheartened. As Atherton Knights's father was much such a man as Chase, I thought it not worth the while to call on him.

This experience set me thinking on what I could do alone to save the young people. A law restricting the sale of intoxicating liquors was already on the state statute-book, and I began to consider carefully what could be done under its clauses against the illegal rum-holes of Bixby, Crocker and Junkins. But I kept my own counsel, and the term closed without

trouble. The people wished me to come back, but I thought I should not teach there again, as I saw no good prospect of making the school what it ought to be.

During the month of March, following the close of school, I met that fervid old prohibitionist, Neal Dow, and my eyes were as if suddenly opened to the evils of the liquor traffic. I organized a Temperance Watchman's Club in my native town, and labored with all the enthusiasm of my youth in the new crusade against the rum demon.

While in this frame of mind I received a letter from Mr. Bixby, the tavern-keeper at Knox Crossroads, written by his daughter Ellen. He had been chosen school agent, and he asked me to take the school again.

At the buttom Ellen added "Please do come back, sir," and twenty more names of my larger pupils at the Crossroads followed hers.

It was a very pretty solicitation, but I was casting about for courteous terms in which to decline it, when the thought flashed on me like an inspiration that Knox Crossroads was of all places the one where I should find work to do in the cause of temperance.

"I will go back there!" I exclaimed aloud. "I will organize a Watchman's Club. I will stop the sale of rum there. I will save those boys from becoming drunkards."

Accordingly I returned to Knox Crossroads early in the following November, determined on a vigorous temperance campaign.

I boarded that term with Mr. Hamlin, the postmaster, himself a strictly temperate man and a quiet believer in prohibition. When I told him my plan of action, he heard me through without comment, pondered a while, and then said:

"Yes, rum is the bane of this place. I have felt it to be so for the last ten years. But, my dear sir, I'm afraid you are undertaking more than you can accomplish."

"Well, I'll do my best, anyhow," I said. "I've arranged for Peck, the temperance orator, to visit me next Friday evening, and on Saturday we will have a rally meeting at the church."

Almost every one in the place was present at that rally. Peck spoke eloquently for two hours, and then I proposed the formation of a Temperance Watchman's Club. I called on every man in that place to join it, and I advised the women to organize a Ladies' Temperance Society.

The women responded, almost unanimously; but most of the men held back. Still we organized both societies, and arranged

for future meetings. Peck took leave, exhorting me to do good work. Next day the resident clergyman, Mr. Andrews, preached a temperance sermon, and it seemed as if I had scored a success.

But on Monday morning a long, slim package lay on my desk in the school-room. It contained the old iron ramrod of a gun.

Temperance reformers were then called "ramrods," and this hint had been sent to me by Mr. Junkins, the hard-cider vender, with his compliments.

I sent my thanks to Mr. Junkins. "We shall use the ramrod for a pointer at the black-board," I said, "and we hope it will point the way to needed reforms."

Twice a week the Watchman's Club and the Ladies' Temperance Society met, with much enthusiasm, yet many of the large boys went to Bixby's, Junkins's and Crocker's quite as much as before; and those dealers in rum smiled broadly and contemptuously in my face when we met on the street.

Evidently they regarded me as a well meaning young fanatic, who might as well be allowed to have his fling, since it did not greatly disturb regular business.

Thereupon I resolved to adopt more effective measures. I quietly collected evidence, and on the following Saturday walked to a neighboring village, where I procured warrants for the arrest of Junkins and Crocker on a charge of illegal sale of intoxicants.

The arrests were made on the following Tuesday, and I succeeded in getting both men committed for trial. They procured bail and came home—the two angriest men I ever saw. Crocker assaulted me as I passed his store that evening, but got the worst of the scuffle, and Junkins actually threatened my life.

They forbade their children to go to school to me, and raged wildly throughout the district against my attempt to enforce a law which a majority of their fellow-citizens had declared to be necessary.

Next day I learned very clearly what is meant by the adage, "Blood is thicker than water." Most of the people of the district were akin, and when the Watchman's Club met that afternoon only three of the twenty-four members were present. The Ladies' Temperance Society had similarly dwindled. When I called on the absentees and exhorted them to stand up with me for their principles, they seemed shocked and terrified. One lady, who had lately read a beautiful paper on "Temperance" to us, was very angry with me.

"I never supposed you would be so mean as to have my Uncle Junkins arrested!" she snapped out.

At roll-call the following Monday morning I had but thirty-one pupils out of sixty-three registered. "Uncle Junkins" had not raged through the district in vain!

On Tuesday afternoon, as I passed Crocker's grocery, a large dog rushed out and seized me by the leg of my boot; but he died suddenly by my use of a cordwood stick that I seized from Crocker's pile.

Next night the school agent, Bixby, called on me, and after some painful hesitation, said that he thought it would be better to cut the term of school short. "You've got everybody by the ears," he said.

"You mean that I have tried to enforce the state law?" I asked.

"Wal, it's made a fuss," said he.

"Is that all you have against me?" I demanded.

"Wal," said he, "that is what has made the fuss."

I refused to go, and brought about the prosecution of Bixby himself.

The war was now fully begun. I lost nine more pupils. Rowdies hooted me when I appeared in public, and I was threatened with all manner of personal violence.

On the Monday following all three members of the school-committee visited the school—Mr. Andrews, the minister, Mr. Carter, the lawyer at a large village four miles distant, and Mr. Calvin Crocker,—a brother of the Knox Crossroads Crocker,—a prosperous farmer and lumberman of the town.

They told me, in brief, that I had "made so much trouble" that they thought it best to close the school; but I stood on my rights, and refused to close it.

On Thursday morning I found among my pupils three young men of very evil appearance, strangers in the vicinity. Somewhat to my surprise they gave me their names, and informed me that they wished to attend the school.

Each asserted that he was twenty years old, but I could see that they were older. So I told them that, as non-residents, they must bring a written permit to attend the school.

Next day they produced permits from Agent Bixby. They were manifestly rowdies, but they sat quietly turning over a few school-books, and pretending to study.

On Friday afternoon, after school was dismissed, I happened to open an under-drawer of my desk, a drawer which I seldom

used, when I espied in it a quart bottle half-full of whiskey. Its label bore my name and address; but the name had been partially erased as if for purposes of concealment.

Here was evidence of a conspiracy to show that I was of intemperate habits, and I guessed the rowdies had been introduced to assist in the scheme.

I threw away the bottle. Next day I hired a buggy, and taking Mr. Hamlin, who was the resident justice of the peace, with me, we drove into two adjoining towns, and procured from the records attested copies of the dates when my new pupils were born. One proved to be twenty-four years of age, the second twenty-eight, and the third thirty-one.

My next step was to invite Mr. Carter of the school-committee to visit the school. On seeing the evidence of falsehood in the matter of age, he ordered the three rowdies to leave and come no more. They left me with but twenty-one pupils.

The Watchman's Club and Ladies' Temperance Society had ceased to meet, the members avowing that our meetings aroused so much "hard feeling" that they did not think it best to continue them. They were, in fact, afraid of Junkins, Crocker, Bixby and the drinking set generally.

On Friday of that week, after dismissing school, writing my records, performing difficult examples, setting copy and putting everything in good trim for the next day's session, I left the schoolhouse after dark had set in. A few steps from the door I was assaulted by three men, one of whom struck me with a club. I have always been fortunate in such affairs, and in this case I succeeded in wrenching the stick from the ruffian's hands, and turning it against my assailants. They all ran away, but I followed him who had struck me as far as the mills. There he disappeared among the piles of lumber. I thought he took refuge at a back door of Junkins's stable.

On Monday morning of the seventh week of the term an attempt to burn the schoolhouse seemed to have been made. At least a fire, set in the adjoining woodshed, had consumed a part of the fuel there, and had then mysteriously gone out, instead of burning down the house. No doubt it had been quenched by the person who set it, for I was immediately confronted by a story that a nephew of Junkins's had seen me at the schoolhouse about one o'clock on Sunday morning. The inference was that I had set the fire!

"He knew he had got about to the end of his rope here, and he meant to burn the schoolhouse and lay it to us," was the

theory of the fire which Junkins and Crocker put forth vigorously, and I think some people believed it.

My opponents made the fire the pretext for again calling in the school-committee. All three of the board came on the following Tuesday, and fully one hundred persons, mostly men, were present.

I improved the opportunity to make a vigorous appeal for justice. I described the outrages which I had suffered, and threw the fire story contemptuously in the faces of my enemies. It was plain that I had the sympathy of the better class of those present, and in the end the committeemen expressed themselves satisfied that I was in the right.

I thought I had triumphed and should win the struggle, but I had already lost it. Those three committeemen were so weak and so yielding to the pressure of the rum-sellers that they sent me, by messenger, next day a legally framed paper, dismissing me from the school. The cowards had said to my face that I was in the right, and then, when at a safe distance, thrust me out.

I received the dismissal on Wednesday afternoon, but feeling sure that I had a legal right to do so, I determined to disregard it, and meantime to go on with the school. So I went to the schoolhouse at nine o'clock next morning. The doorway was guarded by Crocker, Junkins and fifteen others, armed with clubs, pitchforks and guns.

With a dismissal in my pocket, I could not legally force my way into the house, and fortunately I had the good sense to refrain from an attempt.

"Gentlemen," I said with the blindest smile I could summon, "I see it is your opinion that it will require seventeen of you to prevent me from entering this schoolhouse. I thank you for the compliment you pay to my fighting powers, and wish you good morning."

In great indignation I took leave of the place, went home, and employed a lawyer to aid me in the prosecution of the school-committee for their illegal action. Four days later I was waited on by the town agent, a crafty old lawyer, who induced me to settle for the full amount of my wages for the term of ten weeks, of which I had actually served but seven. My own lawyer counselled me to this compromise, but I have since thought I should have been successful in a suit for damages.

The cases against the three liquor-sellers whose committal I had procured were never properly pushed, for I could not be

present to attend to the production of my evidence, and they contrived to escape on some pretext.

Such is the story of my fight with the rum-sellers at Knox Crossroads. With proper support from the better class of people, I might have put an end to the illegal sale of intoxicating liquors in that place, but the "better class" are apt to be cowardly everywhere. They folded their hands and allowed the "Uncle Junkinses" to drive me out of town.

Their reward has been with them. I have taken pains to follow the course of events at Knox Crossroads for forty years. It has always been disorderly; many of the youths whom I tried to save went from bad to worse; the place has been the scene of three murders, and it bears such a bad name throughout the county that it has utterly lost its prosperity. Few remain there who have at once pretensions to decency and means to move away.—*Youth's Companion*.

Practical Hints and Examination Papers.

In every school there are a few dull pupils; pupils whose eyes have still the vacant stare after nearly all have grasped the principle the teacher wishes to explain. The teacher should make special endeavors in their behalf. He should always treat them kindly; never scold, never worry, never fret. Do not lose patience though they make great blunders. Cover their dullness as far as possible with the mantle of love; never exhibit it to the ridiculous laugh of their brighter classmates. Have them understand that you are their best friend who spares neither trouble nor labor for their advancement and who would, as far as possible, give them an equal opportunity for the race through life.

Wake up the ambition of such pupils by asking questions they can answer and by pointing out the progress they have made; this will also strengthen their self-confidence. If possible make them voluntarily try again and again. The dull pupils should be asked oftenest and the easiest questions, keeping them astir as it were, and the bright pupil in reserve for the more difficult work. No questions should be asked a dull pupil which, with good reason, the teacher doubts whether he can answer, for every question not answered will lessen his self-confidence and also his self-respect to his standing in the class. Often the pupil's dullness vanishes entirely after his ambition has been aroused and he is started aright.

If the dullness relates to one special branch, point out to the pupil the value of this study for practical life and that his education would always have a defect if he does not master the difficulty now.

If, then, with all your care you do not succeed as well as you wish

and you begin to think that your labor is thrown away, look to the after life of the pupil ; I assure you he will appreciate your labor then and be ever grateful for the kindness bestowed upon him.

—There is a great difference between knowing facts as facts and knowing them as instruments to arouse psychic activity. The vast bulk of teachers are in the first stage ; they are comparatively useless until they pass into the second. A man steps on the stage before a waiting audience ; he speaks a few sentences, tells a very simple incident and his hearers know they have a master ; they listen spell-bound. He uses the facts as an instrument to awaken mental activity. All good teachers follow this plan, from the multiplication table to the description of the earth and its contents. All poor teachers follow one plan too—but they do not teach. It is fortunate that many pupils are able to supply partly what the teacher fails in.

—Put life into the singing. How tired we are when a school of lively pupils is dragging and droning the life out of a naturally bright and cheery song. Ye editor has seen a class of pupils singing a jolly song—a song that should give pleasure and bright countenances to every one, yet the faces of the pupils were totally void of expression, or, if expressive, looked as if the owners had come to sing a dirge at the funeral of Santa Claus.

Story for Reproduction.—It seems that a white mouse in the museum saw a chance to escape from its cage, and took advantage of it and ran out. One of the holes in the elephant's trunk seemed made exactly for the mouse, and into it darted the frightened creature. A spark in a barrel of powder could hardly cause more commotion. The elephant became wild in a second, and, with a terrific shriek, rose on his hind legs, waving his trunk frantically in the air. He tugged at his chains till they nearly snapped ; he flung himself about in a perfect agony of fear and madness, and all the time his strange cries rang through the building. The alarm was taken up by the other animals, and a perfect Babel of appalling roars, howls, yells and screams filled the menagerie. The keepers knew that if the elephant was not quieted he would soon burst his chains. It began to look as if a bullet would have to be sent into the mad creature's brains, when the little mouse dropped out of the trunk and ran away.

Busy work in numbers.—1. How many pupils in the school-room ? If there were ten more how many would be there ? If there were eight less ? 2. How many panes of glass in one window ? How many in all the windows ? 3. Write the name of the month. How many days in the month ? How many days in last month ? How many in next month ? 4. How many hours in a day ? In two days ? 5. Draw five lines across your slates, and draw five more across them. How many blocks on your slates ? 6. How many children in the row you sit in ? How many feet have you all ? How many fingers ? How many noses ? 7. There are three bones in each of your fingers, and two in your thumb. How many bones have you in one hand ?

In both hands? 8. Draw a clock on your slates. How many numbers on its face? In how many ways can you write the numbers? Make the hands say four o'clock. Make them say noon. Midnight. Six o'clock. 9. How many meals do you eat in one day? How many in three days? How many in a week? 10. How many Sundays in this month? How many days, not counting the Sundays? How many school-days? 11. How old are you? How old will you be in 1898? In 1900? 12. How many eggs in a dozen? In three dozen? What is the difference between two dozen and a half dozen?

—In "Abandoning an Adopted Farm" the author tells a story of a boy who being "deficient in mathematics" was set to do this "sum,"

0 0 0 0 0
0 0 0 0 0

Making hideous grimaces he begins "Nawthin from nothin—leaves nawthin. Nawthin from nawthin—leaves nothin, nawthin from nawthin—leaves nawthin—nawthin from nawthin—leaves nothin, nawthin from nawthin leaves nothin." Then he paused confused, but rallying all his brain power he exclaimed, "Well now, if I'm ever going to carry I've got to carry *now*. Nawthin from nowthin—leaves *one*."

Correspondence, etc.

To the Editor of the EDUCATIONAL RECORD :

DEAR SIR,—Mr. Frank O. Payne has been writing to the *School Journal* about teachers he has seen, and this is what he says about the matter. I have known some of Mr. Payne's specimens myself, but I would hardly care to write about them so openly as he does. Do you think it is wise for a teacher to say an ill-word of any of his kind, such an ill-word as this?—

"The various pedagogical publications and instructors in institutes usually have a great deal to say about 'the lazy, careless *pupil*' and what to do with *him*. Does it ever occur to the teachers that often, very often, there is laziness to be found on the rostrum as well as at the desks? Is not the adage true, 'Active teacher, active school?' Is it not much more than half true, 'lazy teacher, lazy school?' Yea, verily, in all sincerity it may be said that the teacher is known by his pupils and his work by their work.

"A certain college professor, under whom it was my misfortune to sit, used to take his position each morning in a revolving chair close to his desk and very close to the blackboard. With his book open before him and his arms spread out on his desk, he would sit, the very personification of laziness, while the recitation progressed (I almost said retrogressed). Whenever it became very necessary to explain a point, he would whirl around on his revolving chair (his legs wound around the support of the same), and picking up a piece of crayon, write in slovenly character what he desired to explain. That portion of the blackboard immediately behind him soon became

covered with 'Sturmiian functions,' etc., and rather than reach for an eraser, he would employ his coat sleeve for that, to clean off the chalk marks. In an entire year's work under him, I never saw him stand once or exhibit any enthusiasm or energy.

"A teacher was hearing a lesson on the barometer. 'Did you ever see a barometer?' she said. The pupils had never seen. 'There is one up in the case yonder,' said the teacher, 'some day we will get it out and look at it.'

"I don't like to teach botany,' said a teacher, 'it is too much bother clearing up after a class has been analyzing a plant.' Let every teacher dispel such laziness. How if you enter upon your work with zeal, will the faces brighten as they turn towards yours! This is the present reward; there are others that will follow."

Why does he not have something to say about the industrious teacher as well.

Yours truly,

INDIGNATION.

To the Editor of the EDUCATIONAL RECORD :

DEAR SIR,—So they are going to commemorate the distress of war and bloodshed which Montgomery and Arnold brought to this country in 1775? What a lesson of patriotism will the report of the Committee on the proposed monument be to the children of Canadians! Have your readers seen it? I enclose it for publication, if you care to find a corner for it.

TRUE PATRIOTISM.

[The report will appear in our next issue.—Ed. *E.R.*]

Books Received and Reviewed.

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

Among the most welcome of our exchanges are *The School Journal*, published weekly by Messrs. E. L. Kellogg & Co., New York; *Education*, published monthly by Messrs. Kasson & Palmer, Boston, and containing the cream of the literature of education; *The Journal of Education*, published at 86 Fleet Street, London, which keeps us posted on all things pertaining to education the world over, and more particularly in England; *The Open Court*, a weekly journal devoted to the religion of science, published by E. C. Hegeler, Chicago. Dr. Paul Carus edits *The Open Court*. *The Kindergarten News*, published by the Milton Bradley Co., Springfield, Mass., comes to our table each month with something new and interesting concerning child-education and child-life. *The Magazine of Poetry*, published by Charles Wells Moulton, Buffalo, N.Y., promises its readers a treat in the shape of a January number consisting of notable single poems. The students of the Presbyterian College, Montreal, issue each month of the session a *Journal*, which is a credit to them. The January number keeps up the good record.

We welcome to our table *The Pedagogical Seminary*, edited by Dr. Stanley Hall, President of Clark University, Worcester, Mass. Dr. Hall believes that the proper study of mankind is the child, and in the *Seminary* gives many valuable and interesting results of his investigations in the realm of child-study.

The Magazine of Travel, published at 10 Astor Place, New York, is a new monthly devoted to the interests of travel. The first number has a most attractive appearance, and contains plenty of instructive and interesting reading. Among its articles are "American and Foreign Travel Compared," by Chauncey M. Depew; "Mexico," by E. H. Talbot; "The New Education," treating of the relation between travel and practical education, by Edwin Fowler, M.D., A.B., Principal of Columbia Institute; "The Mountain Paradise of Virginia," by Charles D. Lanier; and a short story, "Christmas on the Limited," by Frank Chaffee.

The *Atlantic Monthly* promises some interesting features for 1895. The publishers announce that Dr. John Fiske will give a series of historical papers during the year, while the first three chapters of a serial, "A Singular Life," by Mrs. E. S. Phelps-Ward, appear in the January number. Among the good things in the January number, a paper on "The Want of Economy in the Lecture System," by John Trowbridge, is of special interest from an educational standpoint. It treats of the lack of economy in lecturing, unaccompanied by practical instruction. "The Survival of the American Type," by John H. Denison; "The Genius of France," by Havelock Ellis; and another of J. M. Ludlow's international papers, "Co-operative Production in the British Isles," tend in no small degree to make the number a good one. Messrs. Houghton, Mifflin & Co., the publishers of the *Atlantic*, issue a monthly bulletin of new books, which our teachers might like to look at.

STORIES FROM PLATO, by Mary E. Burt, and published by Messrs. Ginn & Co., Boston. "Being dead, they yet can speak." And that they can speak, even to children, is shown by the author of this book. Here we find stories from Plato, Hesiod, Homer, Ovid, Pliny and others, told in a manner and in diction to be appreciated by the youngest. Hints are also given as to what may be derived from these ancient tales. The book is well illustrated and has an attractive appearance.

Our teachers should send for a *Classified Catalogue of Educational Works* for 1895, to Messrs. Longmans, Green & Co., London, or 15 East 16th Street, New York.

PROGRESSIVE PROBLEMS IN ARITHMETIC, by J. White, and published by the Copp Clark Company, Toronto, is a collection of about 900 problems, carefully graded, so as to lead the pupil on step by step to higher mental effort. This is a book for teachers.

EXERCISES IN ARITHMETIC, PARTS I. AND II., by W. N. Cuthbert, and published by the Copp Clark Company, Toronto. Part I. consists

of exercises on arithmetical work from first notions to easy fractions. Part II. has some 1800 problems, covering the whole school course in arithmetic. These exercises are all graded, and will be found most useful in testing the pupils' knowledge as they advance in their study of the use of numbers.

NEW YEAR AND MIDWINTER EXERCISES, by Alice M. Kellogg, and published by Messrs. E. L. Kellogg & Co., New York and Chicago, consists of recitations, quotations, authors' birthdays and special programmes for school-room entertainments. The poems and readings are all well selected. The programme arranged for Burns' birthday is a pleasing admixture of quotation, reading, and original composition by the pupils. There is a similar programme for a Dickens' memorial exercise.

FORTY LESSONS IN CLAY MODELLING, by Amos M. Kellogg, and published by Messrs. E. L. Kellogg & Co., New York. To know how to make is a most important branch of knowledge, and the child's constructive faculty, as well as his artistic taste, his hand, as well as his eye, are trained by such work as modelling in clay. These lessons furnish a graded course, beginning with simple forms and advancing to more difficult and complicated ones. The exercises are all illustrated by means of figures.

Official Department.

REPORT OF COMMITTEE ON SCHOOL EXHIBIT.

The Committee on School Exhibit beg leave to report :—

1. That in their opinion it is desirable that the school exhibit be a recognized feature of future conventions.

2. That in order to render such exhibit of educational value the following regulations be adopted :—

(I.) The number of specimens from each Elementary School shall not exceed six in each of the following subjects: Writing, Arithmetic, Book-keeping, Map-drawing, and Drawing from authorized Drawing Books, and shall be sent from third and fourth grades only.

(II.) The same number of specimens may be sent from all the grades of Superior Schools and in the same subjects, with the addition of Algebra and Geometry.

(III.) Specimens of Kindergarten, Botanical and Industrial work may be sent from any schools: such shall be styled "Special Exhibit" and shall not compete for prizes.

(IV.) All specimens shall be prepared upon the authorized test-paper or upon other paper of equal size (8 x 10 inches), special exhibit excepted.

(V.) All specimens shall bear the name, age, grade, school and municipality of the pupils whose work they are.

(VI.) All specimens from Elementary Schools shall be sent through the Inspectors for the various districts.

(VII.) No specimens shall be sent rolled, but shall be protected between cardboard or in suitable boxes.

(VIII.) All specimens shall be the *bonâ fide* work of the pupils whose names they bear.

(IX.) A committee, consisting of the Protestant Inspectors together with five members resident in the place in which the convention is held, shall be appointed annually at convention to receive and arrange the exhibit.

(X.) Three prizes, consisting of school apparatus, to the value of ten, eight and six dollars, shall be offered annually in each class of schools, Academy, Model and Elementary, for the best exhibits sent in from these schools, according to the regulations. No school obtaining a first prize shall compete again for three years.

(XI.) The Central Executive Committee shall annually appoint three judges, who shall determine the values of the several exhibits competing for these prizes.

3. The committee recommend that an annual grant be made to defray the expenses of the committee on exhibits, and that this grant for the coming year be \$125.00.

4. That the Editor of the EDUCATIONAL RECORD be requested to publish these regulations annually in the month of January.

5. That School Commissioners be urged to provide the necessary test-paper for the schools under their control.

DEPARTMENT OF PUBLIC INSTRUCTION,
QUEBEC, November 30th, 1894.

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

Present: R. W. Heneker, Esq., D.C.L., LL.D., in the chair; Sir William Dawson, C.M.G., LL.D., the Ven. Archdeacon Lindsay, M.A., George L. Masten, Esq., the Rev. W. I. Shaw, LL.D., the Rev. A. T. Love, B.A., the Right Rev. A. Hunter Dunn, D.D., E. J. Hemming, Esq., D.C.L., Q.C., the Very Rev. Dean Norman, D.D., N. T. Truell, Esq.

1. The minutes of last meeting were read and confirmed after adding the word "unanimously" to the statement that the amendment raising the grant to Huntingdon was carried.

Excuses for absence were submitted for Mr. Finley, Dr. Cornish and Professor Kneeland.

2. The chairman read the official announcement of the election of Mr. N. T. Truell as representative of the Protestant Teachers' Association to replace Dr. S. P. Robins, resigned, and while welcoming him to the meeting spoke in appreciative terms of the value of the services of his predecessor.

3. Application for examination for an inspector's certificate was read, and the Secretary was instructed to make the necessary arrangements for an examination to be held as soon as possible.

4. A letter from the Hon. G. W. Ross was submitted by the Superintendent of Public Instruction, on the subject of a general nomenclature of schools in the various provinces and an Inter-Provincial recognition of diplomas. The following reply was recommended by the Committee:—First. That while this Committee recognizes the value of a uniform terminology it cannot recommend that the names now in use in this province be changed, but suggests, as a means of facilitating the comparison of the educational reports of the several provinces, that the statistics be given under the general heads of elementary, secondary, and superior schools, or that some other convenient classification be agreed upon by the ministers and superintendents of education.

Second. That this committee recommends that the several provinces accept extra-provincial diplomas *pro tanto*, but that each case be considered by the educational authorities on its own merits, as is the case in the province of Quebec under regulation 40 of this Committee.

Owing to the importance which we attach to the study of French and our desire as soon as possible to demand of our teachers the ability to teach this language conversationally, we do not think it wise to accept, especially for the higher diplomas, examinations taken elsewhere, while at the same time we recognize that other provinces may value more highly than we do some other subjects and be unwilling to accept our standards therein.

5. Letter from the School Board of Three Rivers asking for a grant from the Superior Education Fund. It was decided that the grant will be made, if possible, after the head teacher has taken out a diploma for this province.

6. A letter was read from Inspector Hewton in relation to the extent of his territory and the redistribution of schools, consequent upon the appointment of a new inspector and the raising of one partial to the rank of a full inspectorate. The matter was referred to the Department for decision.

7. Letter from E. W. Arthy, Esq., asking that Jackson's system of vertical writing be authorized, was referred to the sub-committee on text-books for report.

Mr. Arthy's letter concerning a new arithmetic was read, when it was moved by Sir William Dawson, seconded by the Very Rev. Dean

Norman, "That this Committee will give due consideration to the text-book on arithmetic referred to in Mr. Arthy's communication so soon as it is in a position to be submitted to our committee on text-books."

The report of the sub-committee appointed to confer with the A. A. Examiners was submitted by Sir William Dawson and accepted for consideration hereafter as to detail. The report stated, as did also a special letter from the Secretary of the A. A. Board, that, as a result of the conference held on the 1st of November, the A. A. Examiners had agreed that in 1896 and thereafter the requirements for French should be as follows:—Grammar and Dictation, Translation at sight, Retranslation, English into French. The Committee concurred in this change.

The proposal of the A. A. Board to charge one dollar fee was discussed and held over for consideration after the Universities have expressed their opinion.

Dr. Heneker reported progress on behalf of the sub-committee which had been appointed to secure a grant for contingencies and to adjust other financial matters that have been pending with the Government. The sub-committee was continued.

Moved by the Rev. A. T. Love, seconded by the Very Rev. Dean Norman, "Whereas Principal Robins, LL.D., was appointed at last meeting a member of a sub-committee to recast the system of making grants for superior education, and Dr. Robins is not at present a member of this Committee, we request that he act in said capacity and aid the sub-committee with his very valuable judgment in the important matter above mentioned." Carried.

Dr. Heneker reported progress for the sub-committee on the EDUCATIONAL RECORD. The sub-committee was continued.

The Secretary read the annual report of the Central Board of Examiners.

Moved by the Dean of Quebec, seconded by the Rev. Dr. Shaw, "That the report be adopted, and that the recommendations therein contained be carried out." Carried.

The annual report was submitted on behalf of the Directors of Institutes, showing that the four Institutes had been attended for four days by upwards of two hundred teachers.

The Committee expressed its appreciation of the gratuitous services of the lecturers and instructed the Secretary to inscribe the fact in the minutes.

A letter was read from the Normal School Committee, asking the Protestant Committee to consider the difficulty arising from the fact that there are about eighty pupils this year who are eligible for the bursaries which are limited by regulation to forty.

Moved by Sir William Dawson, seconded by Mr. Masten, "That Dr. Shaw and the mover be a sub-committee to confer with the Normal School Committee on the present necessity in regard to the

bursary fund and to take such measures as may be feasible to meet the requirements of the teachers-in-training." Carried.

Moved by Dr. Hemming, seconded by Mr. Masten: "That Mr. N. T. Truell be added to Dr. Hemming's sub-committee on grants." Carried.

FINANCIAL STATEMENT, PROTESTANT COMMITTEE OF THE COUNCIL OF
PUBLIC INSTRUCTION, NOVEMBER 30TH, 1894.

1884.

RECEIPTS.

Sept. 28—Balance in hand, as per Bank Book . .	\$3,343	05
Nov. 29—Dep. Discount on Institute Printing		70
		<u>70</u>
		\$3,343 75

EXPENDITURE.

Oct. 9--Three months' Salary of Inspector of Superior Schools	\$125	00
Three months' Salary of Secretary	62	50
T. J. Moore & Co., Supplies for Superior S. Ex	24	00
Institute Expenses, Printing and Advertising	14	85
Nov. —Dr. Harper's Institute Expenses \$35 49		
" Travelling "		
A. A. Board	10	00
" Postage for last year	42	10
" Express Charges	17	55
		<u>105 14</u>
Nov. 29—Balance on hand, as per bank book . .	3,012	26
		<u>26</u>
		\$3,343 75

Nov. 29—Contingencies debit Balance \$1,352 18

R. W. H.

Moved by Mr. Truell, seconded by the Ven. Archdeacon Lindsay, "That in consideration of questions suggested as to the operation of the new course of Bible study, the following committee be appointed to give attention to the working of the same in the schools and to report at a subsequent meeting on any improvements in its details or in the mode of carrying out what may seem desirable:—The Lord Bishop of Quebec, Archdeacon Lindsay, Mr. Truell, Mr. Masten, the Rev. Mr. Rexford, the Rev. Mr. Love."

There being no further business the rough minutes were read and the meeting was adjourned to the last Friday in February, or earlier, on the call of the Chairman.

G. W. PARMELEE,
Secretary.