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THE
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Articles : Original and Selected.

CONDITIONS OF GENIUS.

BY MISS H. D. OAKELEY, WARDEN OF THE ROYAL VICTORIA COLLEGE FOR
WOMEN, MONTREAL.

(Concluded.)

It appears then that modern democracy cannot claim that it must be generative of genius, since in essential points it is a new and unprecedented phenomenon. If, leaving comparison, we look at it as it now is, the first thought that confronts us is that of the great disappointment of the American Republic. Surely a rush of genius might have been looked for, from this seventy millions of people, living under a Government which has now had for a century and a quarter democratic freedom, and life in accordance with Lincoln's splendid maxim, "Every man is good enough to govern himself; no man is good enough to govern another, without that other's consent."

It has not come. Are we to accept the thesis in which Tocqueville concentrated the passionate conclusion to which his observation of America had brought him—the thesis in which he asks mankind to make a choice? On the one side is the condition secured by democracy, of widespread comfort and general intelligence, together with the absence of extremes of misery and vice, the absence also of the finer qualities of mind and character, the lack of dazzling works of heroism and genius. On the other is the

older condition of an aristocratic society, marked by the presence of a greater mental elevation, a scorn of temporal advantages, a spirit of honorable devotedness, and of the true love of art and poetry, but also by striking inequalities and depths of suffering.

DISADVANTAGES OF DEMOCRACY.

Our answer must be that we cannot admit the dilemma, we will not resign ourselves to the separation, society will not be content till it has evolved a type of civilization in which no less stimulus is given to the creativeness of genius than was given in the best periods of the past, whilst no individual is excluded from appreciation of the works of genius by lack of leisure, of repose, of the best educative preparation. But meanwhile! In the lapse of ages, all things are possible, but how long have we to wait? For the appearance of moral genius, and in this we join issue with Tocqueville. There is no waiting, deeds of heroism are not less common than at any time, perhaps more so, though the greatest are those least heard of. But in the sphere of intellectual originality there is much in Tocqueville's theory, which has had confirmation. During the half century since he wrote in the society's proceeding most rapidly in the democratic trend, we have seen the quantity of general intelligence always increasing, the quality of genius not growing so abundantly in proportion. The observation is attended with some degree of disenchantment.

ITS DISAPPEARANCE.

It impels us to consider the revision of certain assumptions which had seemed self-evident, as to the effects of a material success, and a fairly general prosperity. *A priori* it might be argued that under no conceivable social condition need there be any dread lest the sense of mystery should disappear, and lest those ideals in knowledge and action which must remain unsatisfied, should be less present before the mind. It seemed a plausible assumption that the more at peace a society might be, the freer from the rude shocks of a barbarous past, the more would the enduring facts of life and death impress the imagination of its members, the more would their responses to the greater realities take the form of works of genius. Are we to

conclude that when the "sound and fury" are taken out of life, it is not going to signify more but less. It is with a sense of confusion and disillusionment that we find greater works of art proceeding from modern Russia than from the United States. Bryce and other keen observers remind us of the youth of the nation. There is some haziness in the common talk of the youth of peoples sprung as colonies from other races. There is a long civilization behind, the same history in this case which makes England old. But allow that the people is young—it is not quite in accordance with experience that genius should have so slow and difficult a birth. We look for the Sagas, the Homeric ballads, the Beowulf of the States; either these, or the maturer products of an ancient civilization. We cannot contentedly conclude that the struggle of political thought, the self-control, patience and fine purpose of the founders of the American Republic were less strong as root forces to generate creativeness than the racial feuds and animosities, the primitive struggles of the early Greeks.

TRADES' UNIONS.

I have alluded to the absence of mysticism in the society associated with the modern type of democracy. This absence may be further illustrated from the characteristics of the great labour organizations of the present day. The extraordinary importance of these associations in their bearing on the type of society which is dawning at the end of the 19th century, does not seem to have been fully realised, though Mr. and Mrs. Sidney Webb have pointed out how much weight the constitutional experiences of trade unionism will have in affecting the modifications, which the next generation, with the increase in the number of labour members of Parliament, will bring about in Representative Government. Beyond the sphere of this political influence, the ideas and sentiments of the working people in England, and I believe though to a less extent, in the States, are spreading and will be ideas of some dominance in general life in the coming age. In a large proportion of workingmen, I speak now especially of English conditions, the trade-union rather than the nation it is which arouses patriotism, and hero-worship is vanishing before worship of the group, the trade-union. Of all social

groups in the course of history, this seems to be the most positive in its character.

Hardly any form of combat could be barer, freer from deviations, more unveiled than the warfare between capital and labour. It is calculated to engender stern qualities of stoicism, and powers of corporate action, and few illusions.

The spectacle of the great triumphs of applied science, which has had so strong an effect on the industrial population, has been also hostile generally to the presence of that kind of mysticism which is a favorable atmosphere for genius. Not that such an incompatibility should be more than transitory, or that the development of science in any direction is in itself antagonistic to the development of other kinds of creative power. But such a deterrent influence is perhaps connected with certain characteristics of modern scientific method, and with an overweening confidence in the possibilities of science, which does exist. With such abundance of material, so many new fields stretching before us, it is difficult always to remember that we are only picking up pebbles on the shore. And as the realm of law is always increasing, and one department after another, which had seemed outside, is brought under its sway, there is a tendency to suppose that everything in the universe must be governed by those very laws with which we are already familiar, and to forget that out of the unplumbed reality beyond some incalculable element may proceed which will make our reckonings vain. But to be ceaselessly conscious of this possibility is to be a mystic, and it is this faculty of expectation which is really fruitful in the sphere of genius, scientific or otherwise.

Mysticism thus seems to be fading in America with the progress of trade organisations, and the imposing advance of practical science. Idealistic philosophy is of less account in Germany, and great musicians there are rarer, as also great poets in France and England, and in Italy.

There are one or two agencies at work, which will perhaps do something in England at least, to counteract this tendency, and as one, which is special to the time, may be mentioned, the real influence of Indian thought, made into a factor of some weight, the last half century, by the much closer communication maintained between England and India. There is present in England, and influential in society, in politics, and literature, a number of men of the

highest intellectual type, thoroughly familiar with western ideas, but after long experience and study of Indian life, deeply acquainted also with the totally different stand point of the Indian thinker. "Once a Hindu, always a Hindu," says one of Rudyard Kipling's Brahmins, "but we, Indians, like to know, what you English think you know." In typical Indian thought, life is truly a play of phantoms, a dance of shadows. This belief they may be said to live out, our conceptions of progress mean nothing to them, our sciences of nature, vain knowledge of the order according to which the phantoms move. It seems to me that something wanting in the dignity of modern life, something lacking in the depth of modern thought may, perhaps, be more easily supplied, if we are reminded occasionally of the existence of great peoples with immensely long histories, whose visions and ideals are as the poles asunder from ours, and sometimes endeavour for a moment to see the world from their standpoint. Not in order to accept any of their conclusions, but in order that we may cling less tightly to our own.

PRACTICES IN CANADA.

I had intended to benefit so far by other people's experience as to avoid the attempt to explain, on the basis of personal observation, anything as to the tendencies and future destinies of the country in which I have spent three months. But now the temptation comes, and I cannot restrain myself from saying that what I see in Canada gives me hope for genius here. One may fairly conjecture that there is to be a uniqueness about the type of civilisation resulting from a special racial history, special natural scenery, peculiar relations to England on the one hand, the great neighbouring democracy on the other. That dread of monotony, which is seen in some critics, of the social condition of the States, of a uniformity in sentiments and the general level of intelligence, conducive indeed to social peace and well-being, but discouraging to genius—need not be felt for Canada. The strongly marked varieties in the origin and history of the inhabitants, varieties which pride in noble traditions, will tend to maintain, will do much to prevent that monotony. A factor of difference always present, is the remarkable variety in climate, leading to unlike occupations and pleasures. A climate also which necessitates for a large population of agriculturists, hard and self-

denying toil during one part of the year, and a time of inaction and waiting during the winter, is one which both gives the strength and patience required for steady thought and that long brooding which is necessary to creativeness, and forces the leisure to use this strength.

A UNIQUE POSITION.

As far as can be seen Canada is not to be the land of a population of a single type, commercial and industrial. Its labour problems in particular are not to be those with which in the States and England we are familiar to weariness. Trade-unionism is hardly a factor here; perhaps by the time industrial difficulties grow acute some other way of meeting them will have been developed in Canada, not more generative of heroism and self-sacrifice, but different, special to us here. Again, there does not seem to be that trend towards State action, State interference, which is so strong in Australia and New Zealand, and is growing in England; also it seems in the States. This fact, and a unique relation to the Empire, differentiates the political condition of Canada. Whilst there is no sense of external pressure to check the full self-realization of the people, there is, nevertheless, the consciousness of sharing a history in which there has not occurred that kind of violent and convulsive break which kills historic sentiment, and casts a colony forward into a new political existence.

The Canadians have been called more loyal than the English. Whatever the truth of this, they do not, like the other colonies, anticipate rather than imitate England in the social experiments.

ELEMENTS OF CREATIVE FORCE.

Thus it seems that here two very powerful elements in the production of creative force, generally separate, are together, keen consciousness and love of long and great traditions, and the sense of national youth and the beginnings of a fresh volume of history. A good history to continue and a better history to make. These are for Canada, as they are for this college, this colony of McGill. And I think we ought not to be impatient of the cosmopolitan interest which seems to mar the nationalism of some of the best Canadians. I do not see, in the effects of the passion-

ate assertions of nationalities in modern Europe, any outbursts of national genius to compensate for the decivilizing results of this source of strain and friction. There are, moreover, reasons to conceive that cosmopolitanism in modern times must precede as in ancient times it followed the evolution of a national type. Nor should we regret the relations between French and English Canadians, which appear temporarily to retard a complete unity. If by any means some elements of the luminous and subtle French spirit can be captured for the making of the unified Canadian people, this is worth waiting for.

If I may end this very conjectural lecture, with one dogma, it is this—that there is at least a single element of genius which it is not fatal to pursue directly, which will not escape us as we struggle for it, and that is the love of knowledge for its own sake. “In the present age,” says Tocqueville, “the human mind must be coerced into theoretical studies, it runs of its own accord to practical pursuits.”

But this love, this hunger and thirst after knowledge, may be cultivated, without coercion; indeed it cannot be compelled. And this is the attitude towards knowledge proper to a University, the rest is accidental, like the golden apples which Atalanta stooped to pick up, too early in the race.

Editorial Notes and Comments.

IN another column we print a few extracts from a most interesting lecture by Mr. Ernest Ingersoll, of New York, on “A Battle for Life with the Powers of Civilization, by the Birds, Fishes and Beasts on the American Continent.” Mr. Ingersoll showed how three centuries of civilization on this continent had cleared the forests of wood, and consequently pushed the animal and bird life into out of the way parts of the continent, forced it to alter its habits and habitats, advantageously or otherwise, or exterminated it entirely. While nature (including the Indian) was the only force at work on the continent, the balance of power among living things had been preserved without an effort, but now the family of rodents have to be repressed by artificial means, and other creatures, as the salmon, etc., preserved in a similar way. The impoverishment of the land by the destruction of the bison, moose, elk and deer

was deplored, while the departure of that arch enemy of the early settler—the wolf—was noted without regret.

Both woman's cruelty of fashion and man's cruelty of sport were denounced. In respect to the first, Mr. Ingersoll said: "Milliners' ornithology is like unto nothing under heaven nor upon earth, but is a display of ignorance, cruelty and bad taste. Perhaps the reason why we ornithologists object so much to birds as hat ornaments is that so little respect is shown to the corpse." In regard to the latter Mr. Ingersoll admitted man's right to kill what was necessary to sustain life, but deprecated the wiping out of valuable fur-bearing animals and fishing industries for mere sport, and the decimating of the dwellers in our woods and gardens for mere whims.

Mr. Ingersoll's views with regard to the proper instruction of children along these lines will be of great interest to teachers, coming, as the following short sketch of his life, taken from the *Montreal Witness*, will show, from one who is in a position to speak with authority:

"Mr. Ernest Ingersoll was born in Michigan, and got his schooling in Northern Ohio, but when still a youth, made his way to Cambridge, Mass., where he became a special student at Harvard, and an assistant and pupil of Prof. Louis Agassiz, both at the Museum of Comparative Zoology and at Penikese Island. The death of Agassiz upset the plans of many of the younger men on his staff, and in 1873, Mr. Ingersoll took a position on Hayden's U. S. Geological Survey, and with one of its field parties began those travels in the Rocky Mountains, which his writings have made famous. His services for the Government were followed by other seasons of wandering about the far west, as a collector of material in the mountains and on the Pacific Coast, for the illustrated articles and pamphlets which between 1876 and 1890 appeared so frequently under his name in 'Harper's,' the 'Century,' the 'Cosmopolitan,' and other periodicals. He was one of the leaders of the little party of geologists, who, at great risk from hostile Indians, found and studied the ruins of the pre-historic cliff-dwellings of the San Juan valley along the boundary of New Mexico and Colorado, and his newspaper descriptions were the first scientific announcement of these most interesting remains. Two books, 'The Crest of the Continent' and 'Knocking 'round the Rockies,' resulted from

these accumulated experiences in the Rocky Mountains, and both have become classics in the literature of that region and era. It was then, too, that he began to observe and study the disappearance of game, and other effects of the civilization of the country upon its fauna, which have resulted in his lecture, 'A Battle for Life.'

"A new field for extending these studies was opened, when, in 1887, Mr. Ingersoll became an officer of the Canadian Pacific Railway, and came to live in Montreal, where he resided for two years. His duties led him to visit every part of the Dominion, which he has seen and studied more thoroughly than have most of its own citizens, and he became especially well acquainted with the resources of the North-West and British Columbia, upon which he has written the most useful of all published books for travellers.

"Even more than a discerning traveller, Mr. Ingersoll has acquired a reputation as a naturalist, for he has been a persistent student of, and writer upon American animal life. A part of his contributions to popular science in this direction have been brought to form three books, 'Friends Worth Knowing,' 'Country Cousins,' and 'Wild Neighbours.' The last deals wholly with mammals; the others are more varied in contents. Two series of prepared readings for the Chautauqua courses are worthy of mention; also, particularly the one upon 'Mountains.' Mr. Ingersoll's latest work, 'The Book of the Ocean,' published in 1898 by the Century Company, is a most comprehensive, and richly illustrated and readable treatise on the ocean in all its aspects, which has gone extensively into use as a supplementary reader for schools.

"More recently Mr. Ingersoll has directed his attention to lecturing, selecting as his subjects various phases of animal life. In this work he is aided by a remarkable collection of lantern pictures of American wild animals, photographed alive in their native haunts and homes. Of this work one critic says: 'This gentleman, with the feeling of an artist and naturalist, with the keenness and skill of a hunter, and with infinite pains and finesse, traced the lynx, the deer, the elk, small mammals of varied sorts and many birds, to their lairs, stalked them in their haunts, and caught upon his sensitive plates their attitudes, their expression and their spirit. Nothing equal to these pictures has ever been

done in this country.' 'His keen sense of humor, his occasional joke, the smile which spreads from lips to eyes now and then, lighten the discourse for such as fear too much seriousness.'

"Throughout the lecture "A Battle for Life," Mr. Ingersoll showed himself to be a true lover of nature and expressed a grateful appreciation of the bountiful provision that had been made for man's needs and pleasures in the marvellous variety of beasts, birds and fishes that have a home on this continent of North America."

Current Events.

ONE by one the old familiar faces in our educational world are passing away. We have to record this month the death of two of our most talented teachers. Dr. J. Baker Edwards was for ten years associated with the McGill Normal School as lecturer in chemistry. Those who were students there at that time will regret to learn that he died on January 15th, at the General Hospital, Montreal.

Dr. H. Aspinwall Howe, ex-rector of the Montreal High School, and one of the most prominent educationists Montreal has ever known, died at the Royal Victoria Hospital, on January 12th, at the advanced age of 84 years.

"Dr. Howe was a native of England, having been born near Guilford, Surrey, on July 8th, 1815. He received his education at Elizabeth College, Guernsey, and Trinity College, Dublin, taking high honours in both institutions. He afterwards spent some years in France, and acquired a complete mastery of the language of that country. He later became private tutor to the youngest son of the Earl of Ellesmere. Dr. Howe at this period had no intention of adopting teaching as a profession, but the Earl of Ellesmere, recognizing his peculiar fitness for the profession, induced him to become head master of the Montreal High School, which position was offered him by Lord Colborne and Professor Pillaus, of Edinburgh University. He came to Montreal in 1848, and filled the position of rector of the High School with eminent success until his resignation in June, 1891. Many of the pupils who passed through the High School during his term of office have attained high and honourable positions in this country, as well as in

England, and in other countries. When he undertook the work, his task was of great magnitude.

The directors afforded him all possible assistance, but the school was in an undisciplined state, and, what was even worse, was on the verge of bankruptcy. He had been promised a fair income with a residence, but years elapsed before anything like a fair salary could be paid.

When McGill was reconstructed about 1860, Dr. Howe, while retaining his position at the High School, undertook, without remuneration, the duties of Professor of Mathematics and Natural History at the University. He retired with the title of emeritus professor of these branches, when the University reached such a position that it was able to pay independent professors. He was also a fellow of the University, and for many years was matriculation examiner to the medical faculty of McGill. He also occupied for some years the position of preliminary examiner of the College of Physicians and Surgeons of the Province of Quebec. He exercised an excellent influence over the many young people who came under his charge in the school and elsewhere. Unlike most highly educated men, his attainments were varied.

In classics and in mathematics he excelled, and had a pronounced taste for the arts. He attained a high degree of perfection in drawing, and was an accomplished musician.—*The Star*.

Dr. Howe spent the nine years of comparative leisure that crowned his well spent life at Richmond, near the residence of his son-in-law, the Honourable Mr. Aylmer.

—THE town of Westmount is to be congratulated upon its handsome new school. This contains fourteen class rooms and is externally of fine appearance, being built of pressed brick faced with grey stone. The School Commissioners have good reason to be proud of the admirable situation of their building and of its modern equipment.

—CO-EDUCATION IN COLUMBIA UNIVERSITY.—Barnard College for women, which has been for ten years loosely affiliated with Columbia University, has become incorporated into the educational system of that University. Women candidates for the higher degrees will be registered as regular students of the University and receive instruction in the same classes as the men. This is a recognition of

the principle that men and women have equal right to the best that the national life can produce.

—MR. Joseph Chamberlain, the Secretary of State for the Colonies, is of the opinion that Great Britain is lacking in enthusiasm on the question of the support of education, and that this want of interest will cost her her position in the world of commerce, unless she begins to give serious attention to the matter.

—LORD Rosebery finds that in education, commerce and war Great Britain is not methodical and not scientific. This may account for her great strength in certain directions as well as for weakness in others. In the case of education, too much method and mechanism in the school-room are stultifying to genius.

—THE great Welsh national festival, the Eisteddfod, is unique among national festivals in that it is of an educational character. The most recent one, that held at Cardiff last July, was attended by Celts from various countries. \$9,000 were distributed to the successful competitors as prizes in painting, music and literature.

—“MME. Lilli Lehmann the famous German singer, is a great friend of the birds. She lately offered to sing for the girls of the Livingston Avenue High School of New Brunswick, N. J., if they would give up wearing feathers on their hats, and it is said that nearly all of them have promised to do so.”

—THERE are 74,554 boys and 75,640 girls in attendance at the various Brooklyn schools, training, high, elementary, kindergarten and truant. The average number of pupils for each teacher is 31 in the training school, 29 in high schools, 45 in elementary schools and 44 in kindergartens.

—THE Topographical Bureau of the Board of Public Improvements is sending to Paris an enormous topographical map of New York City. This map is drawn on a scale of 600 feet to the inch, and is thirty-one feet wide by twenty-seven feet long. It is mounted in an oak frame and platform, protected by a high bronze railing. The supervisor of this work, Mr L. A. Risse, proposes to build a bridge over it, in Paris, so that a bird's eye view may be obtained. The ultimate destination of this valuable map

will, in all probability, be the Public Library in New York. Two smaller maps showing the development of New York will accompany this—one a relief map of Manhattan Island in 1776, and the other a map of the city at the beginning of the century.

—RUSKIN, the prose poet of nature, the great master of the descriptive art, and Blackmore, the author of "Lorna Doone," died recently within a day of one another.

—THE widow of Frœbel died at Hamburg, January the fourth, 1900. She was in perfect sympathy with her gifted husband in his work, and co-operated with him in the carrying out of his plan for the better education of little children.

—EVERY summer three important educational bodies meet at three different centres. These are the British, French and American associations for the advancement of science. Last year these societies met at Dover, Boulogne, and Columbus, Ohio, respectively. The two former places being so close together caused an unusual interchange of courtesies, visits and scientific thought.

—THE Chicago Board of Education is moving in the direction of furnishing to pupils, at cost price, all books used in the public schools.

—THE Wellesley College has three health officers on its staff, as well as a director of the gymnasium.

—A MATHEMATICAL PRODIGY.—The most interesting thing brought out by the recent Congress of Scientists at New Haven, Conn., was the discovery of Arthur F. Griffith, a mathematical prodigy. Griffith is nineteen years of age and a native of Indiana. He says of himself: "I learnt to count when I was two years old, and when I was five I could count up to 40,000. I know the multiplication table up to 130, the cubes of all numbers up to 100 and the fourth powers up to 20. I also know most of the multiplication table up to 1,000, but not all of it.

"There is nothing mysterious about the way I work. First, my knowledge of these tables helps me; second, I can see mentally all the figures that are given to me, just as if they were on a black board three feet away.

"I have worked out a lot of rules for myself that make arithmetical operations very simple. I can give you the

cube root of any number in four seconds. I can multiply fifteen numbers by any other fifteen numbers and carry them in my head."

As a starter Griffith was asked to give the product of 417 and 233. Before the question was fairly asked he had given the answer 97,161. Multiplying 676 by 241 he gave the answer 162,916 quicker than an ordinary writer could have placed the original numbers one beneath the other on a slate.

Young Griffith knows the last two digits of all squares and cubes by heart. The rest he gets in his mind by approximation. In small operations he is no faster than the ordinary pupil, but in large problems he is perfectly at home, and can do them mentally while the average person would be putting the figures down on paper. For instance, when asked to raise 9,945 to the fifth power, Griffith did it in exactly thirteen operations, while the ordinary method requires 336 different operations. Psychologists and mathematicians consider him the greatest wonder of the nineteenth century.—*Our Times*.

—PROFESSOR Guido Baccelli, the Italian Minister of Public Instruction, has forwarded a circular to the heads of schools, colleges and lyceums throughout Italy, ordaining that early in 1900 special attention shall be paid to the study of Dante, in order that on April 5th a general examination of Italian students may be held and a prize essay competition take place on the writings of the "divine poet."

Practical Hints and Examination Papers

THE INSTRUCTION OF CHILDREN IN REGARD TO THEIR DUTIES TO THE LOWER ANIMALS. *

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I do not believe in the doctrine that children are naturally cruel. They are ignorant, careless and impetuous, and many impulses inherited from a savage ancestry still sway their minds. On the other hand they, like savages, are nearer to nature and the heart of nature, than their hard-

* An extract from an address on "The Battle of Life" of birds, beasts and fishes with civilization on the North American Continent.

ened and sophisticated elders. Children often get into surprisingly intimate relations with the little people of the woods, enticing the butterflies to their fingers and stroking the shyest bird as she broods upon her eggs. Nothing is easier than to stimulate this innate tendency. Of what is the average boy or girl more fond than of some pet, even though it be nothing more responsive than a turtle or a lizard? It is easy to blunt or kill this feeling, but it is too valuable to the state, as well as to themselves, to be lost. Teach the youngsters to enjoy the activity of life better than the momentary excitement of exercising the power to bring that life to an end; and explain to them, from babyhood, the sin and unwisdom of destroying the harmless creatures about them.

This requires no great learning in either parents or pedagogues, and its propriety would seem to be self-evident, yet, as a matter of fact, such teaching as most boys, at any rate, get on this subject, points quite the other way.

“If, instead of making prominent their qualities as *game*, the beauty and adaptability of our animals be pointed out to our children—the clever ways in which they feed themselves, prepare their homes, care for their young, provide for winter; and the curious ways in which they serve us while we aid them—interest will surely be aroused; and once the child’s eyes are opened his affection will respond.

“The mentor must then be watchful, indeed, lest the zeal of his pupil lead him to do, with good motives, as much harm as he might otherwise do thoughtlessly or wickedly, by seeking to fill a cabinet with stuffed skins, blown birds’ eggs, inflated insects and other melancholy relics. In this age of open museums and illustrated books, few persons—certainly few *young* persons—are justified in forming private collections in zoology. Instead of that let aquariums be filled and studied; small creatures bred *in vivaria*, and larger ones watched with youth’s sharp eyes in the field. A well filled note-book is worth more than many boxes of specimens, and such photographs from life as are shown you to-night are far ahead of distorted images stuffed and mounted in dusty cases.

“All this is practically possible at home or in a school-room. It is not difficult to keep in temporary and comfortable captivity a wide variety of living creatures. This child portrayed on the screen was a kindergarten pupil, and the

bird on her hand is a wild cedar-waxwing, caught and tamed in a week. The little ones in that school will never need rebuking for 'cruelty to animals,' nor make the common mistake of applying that phrase wholly to horses and dogs."

—IN God's world there is a place for the eagle and the wren, a separate grace to the swan and the humming bird, their own fragrance to the cedar and to the violet. Enlarge your tastes that you may enlarge your hearts, as well as your pleasure; feel all that is beautiful, love all that is good.—*F. W. Robertson.*

—REMINDERS FOR THE TEACHER.—The work done in the school-room has often but little educational value because the teacher pulls the subject of the lesson to pieces, and does not put the parts together again. Analysis and synthesis are not two separate and distinct processes. The one implies the other. Analysis is incomplete without synthesis, and synthesis is incomplete without analysis.

We sometimes feel like envying the teacher who has the power of focusing the whole attention of every child in the class upon the subject of the lesson. We might be better employed trying to discover how she does it. A little investigation will reveal to us that the secret lies in the fact that the teacher herself firmly believes, and acts out her belief, that there is nothing in the whole universe that is of as great importance, at that particular moment, to herself and her class, as the subject under discussion.

There is too much instruction by the teacher and too little discovery by the child. That which the child finds out for himself he has no difficulty in remembering. The discoveries of other people as laid down in grammars, geographies, histories, etc., are a weariness to him. But it is a part of the discipline of life for him to be oftentimes wearied. It would take too long for each child to make all discoveries for himself. He must accept those of other people in respect to many matters. There ought to be a judicious mixing in teaching of the method of discovery and the method of instruction.

Frequent recourse to punishment is a sign of weak governing power in the teacher. We must see to it that we do not make children the victims of our many weaknesses. Skilful indeed is the teacher who can govern without corporal punishment and without keeping in.

Do not place too great responsibility upon the child. Let him enjoy his childhood. Every man and woman should be able to say, "I have had a happy childhood." "The days of youth are pleasure and age comes with regret"

The preface of a book is that part of the book which receives least attention at the hands of the reader. In the school text-book it is, perhaps, the most important part of the whole book. The preface sets forth the object that the writer has in view in adding another to the already long list of text-books in the various subjects of the school course. The preface also, usually, defines the plan to be followed in using the book, and gives hints as to how certain parts of the subject can be dealt with to best advantage.

When maps and other illustrations are needed for a lesson, they should be developed on the black-board as they are required. When, for instance, the chief cities of the Province of Quebec are under discussion, these should be placed, one at a time, on an outline map drawn on the black-board. A short talk about the city should accompany the placing of it on the map. The child becomes confused when a complex map is placed before him to start with. He enjoys seeing the map grow before his eyes.

—THE INFLUENCE OF THE TEACHER.—The following lines were written with special reference to the influence of the college professor; but they apply in principle with equal force to the teachers scattered over this province. The teacher who does his school work exceptionally well, will be a more important factor in determining the trend of the social and religious life of the community, than the one who neglects his school duties to give his time to these matters:—

"Into the wonderful field of student life the successful college professor comes as an acknowledged leader of thought. His influence, if he be a wise teacher, is tremendous, far greater probably than he realizes. He has gained the respect and confidence of his students by his professional work. They recognize that what he believes must have very strong ground for confidence. They know that he does not tolerate cant and has no professional interest in Christianity. If he shows interest it must be for personal reasons. I am free to say that many of the strongest students can be reached by an admired college

professor who could never be reached by ministers or evangelists, whom they regard as professionally interested in their attitude. To exert this influence the college professor does not need to 'go out of his way.' In fact, it is best for him to develop his professional power, as herein lies his gift and the foundation of his influence.

"The colleges are centres of independent thinking, and the influential new ideas very largely emanate from them. Unless strong men with the impulse for Christian service are largely represented in their faculties the result will be disastrous. Not that independent thinking needs checking, but that it needs wise guidance. When viewed from this aspect the call for Christian service in the profession of college teaching would seem to be as imperative and as important as a call to the Christian ministry."

John M. Coulter, Ph. D., Head Professor of Botany in the University of Chicago.—*The Intercollegian*.

—To suggest without dictation, to guide without compelling, is the triumph of tact and the secret of success.

—*Anon.*

—THE EFFECT OF WEATHER ON THE CONDUCT OF SCHOOL CHILDREN —Teachers have observed that on certain days the children are in admirable working trim and their conduct is all that could be desired, but that on other days, no matter how well they may have prepared for their work, all the school exercises seem to drag and the children are mischievous and hard to restrain. The teacher at first thinks that in some way or other the fault must lie with herself and strives to discover in her own conduct the cause of the children's bad behaviour. But time and experience prove to her that the trouble lies largely with the weather. She finds that dull, rainy weather makes the children listless and hard to rouse to activity, and that very bright sunshiny days cause restlessness and mischievousness. In a recent number of the *Leisure Hour* there is an account of the scientific investigations of Professor Dexter, of Colorado, along these lines: "He has collected valuable information, including facts concerning the behaviour of children at school on days with different kinds of weather, and statements from warders of prisons and penitentiaries, superintendents of asylums and reformatories, showing how the unfortunate inmates of such institutions are affected by the weather. The deportment and work

of public school boys and girls in New York are found to be at their best on cold, calm and clear days. On muggy days both conduct and diligence are at their worst, and strange to say, boys are influenced more than girls. From the mass of suggestive observations dealing with the conduct of maturer citizens, it is worth noting that unseasonably hot days of spring and autumn, even though the actual temperature be much less than that for summer, always bring with them the largest number of assaults by men. The number of persons being disciplined in penitentiaries is greatest during periods of excessive temperature. The number of errors made by bank clerks seems to be affected in a somewhat peculiar manner; these mistakes are greatest on days when the clerks feel most confidence, whereas, during less favourable weather, when the men feel likely to make mistakes, they exert greater care, and in this way do better work."

Here then is another direction in which allowance should be made for children's seeming shortcomings. When the teacher is sure that the trouble lies with the weather she should dismiss as early as possible, and not keep in the children who have come short in their conduct and work. Lost time may be made up on more favourable days.

—"HE is happy whose circumstances suit his temper; but he is more excellent who can suit his temper to any circumstances," says Hume. But we must remember that the child is in the formative stage. It is gradually learning to adjust itself to its environment. It is only the child and the childish man or woman who allow the weather and other trifles to disturb their equanimity. Those who have suffered the discipline of life to do its work upon them are not put out by slight atmospheric or other changes. The child needs to be taught the value of little adversities and how to meet them. This can best be done, not by swamp-ing him with troubles and vexations, but by allowing him to encounter these only so fast as he can bear up under them.

—A METHOD of correcting colloquial errors, that proved a failure :

Little Jane had been repeatedly reprov'd for doing violence to the moods and tenses of the verb "to be." She would say, "I be" instead of "I am"; and for a time it seem'd as if no one could prevent it. Finally, Aunt Kate made

a rule not to answer an incorrect question, but to wait until it was corrected.

One day the two sat together, Aunt Kate busy with embroidery and little Jane over her dolls. Presently, doll-society became tedious, and the child's attention was directed to the embroidery-frame.

"Aunt Kate," said she, "please tell me what that is going to be."

But Aunt Kate was counting, and did not answer.

Fatal word "be"! It was her old enemy, and to it alone could the child ascribe the silence that followed.

"Aunt Kate," she persisted, with an honest attempt to correct her mistake, "please tell me what this is going to am."

Aunt Kate sat silently counting, though her lip curled with amusement.

Jane sighed, but made another patient effort: "Will you please tell me what this is going to are?"

Aunt Kate counted on, perhaps by this time actuated by a wicked desire to know what would come next.

The little girl gathered her energies for one last and great effort, and said:

"Aunt Kate, what am that going to are?"—*Young People's Paper*.

—To have good sense, and the ability to express it, are the most essential and necessary qualities in companions. When thoughts rise in us fit to utter among familiar friends, there needs but very little care in clothing them.

—*Steele*.

—THE great mistake in teaching is to suppose that, in order to teach elements, only rudimentary knowledge is required.—*F. W. Robertson*.

—MEMORY can recall only what was once an experience.
—*Patrick's Pedagogics*.

—HOW ALGEBRAIC NUMBERS DIFFER FROM ARITHMETICAL NUMBERS.—Observation and experience show to every teacher that the first difficulty to be overcome by the pupil in learning algebra is to discover how the idea of *number* in algebra differs from number in arithmetic.

Algebra and arithmetic both treat of number and the art of measuring quantity by means of it.

The first difference, which is a very superficial one, is

that in arithmetic the symbols are used to denote a specific and definite number of units. 3, 5, 7 mean three, five and seven units respectively. In algebra other symbols are used, as a , b , and c . Each of these may denote any number of units whatever. The sum of a and b may equal any number of units whatever. The number of them depends upon the numbers for which a and b are symbols respectively. 3 plus 7 always equals 10 units. This difference is easily apprehended. But algebra extends the idea of number beyond anything of which arithmetic treats. A larger meaning is put into the word "number," and the first real difficulty is met by the learner in trying to grasp this larger meaning. He first encounters it in the term *negative number*.

A number is one or more units. What are *negative* units? Arithmetic deals only with *positive* units. A positive number is always more than zero. Zero is nothing. How can a number be less than nothing? From an arithmetical point of view it is absurd to speak of anything as less than nothing.

Every number, whether positive or negative, has an absolute value. It is always one or more units or fractions of units. The number of units or the fraction of a unit is its absolute value, whether the units be positive or negative in quality. This difference in the quality of the units is, therefore, the thing to be explained.

If from 4 we subtract 2 the remainder is 2; $3-2$ equals 1; $2-2$ equals 0; $1-2$ equals something that arithmetic has no symbol for. Subtraction does not extend farther than a result equal to zero. But in algebra we say that $1-2$ equals -1 . This does not mean that two units have been taken from one, but that the subtrahend is one unit larger than the minuend. Zero is neither a positive nor a negative number. It stands in a relation to them similar to that of the decimal point from which integers and decimals are counted. We say that -1 shows the subtrahend has the relation to the minuend of being one greater than the minuend. It refers us to the relation of two other numbers, therefore, for its meaning. In this sense it is a relative number. Algebra deals with such relative numbers. Algebra number is, therefore, *relative number*. This is the characteristic difference between number in algebra and number in arithmetic. Algebra uses arithmetical numbers and in the same sense as they are used in arith-

metic. It goes farther than arithmetic and uses relative numbers also. This use of relative numbers greatly extends its range of operations and enables it to solve problems in measurement that it would be impossible to solve by arithmetic proper. The two new symbols, then, by which algebra is able to obtain its marvelous results in the measurement of quantity, and so master the physical universe, are *negative numbers and letters*.

The addition of 2 and -2 is merely the combining of the results of two relatively opposite operations. The symbol 2 indicates that the number is relatively two larger than zero. The -2 indicates that it is relatively two less. The aggregate of these results must give zero. They mutually cancel each other.

When this simple example is mastered we have the key to unlock all the mysteries of signs in subtraction, for subtraction is the reverse of addition.—B. in *School and Home Education*.

ABSTRACT OF THE MINUTES OF LAST CONVENTION OF THE PROVINCIAL ASSOCIATION OF PROTESTANT TEACHERS OF THE PROVINCE OF QUEBEC.

The convention was held in the Assembly Hall of the High School, Montreal, October 12th, 13th and 14th, 1899.

First Session.—October 12th, 10 a.m.—President in the chair. The minutes of the last session of the previous convention were read and approved, and the minutes of the Executive Committee for the past year were taken as submitted to convention in the Executive's report.

(1.) The report of the Executive Committee was presented for the past year, and was adopted with the following resolutions attached:—

(a) "That a committee, composed of Rev. Mr. Rexford, Mr. R. J. Hewton and Miss E. Binmore, be appointed to consider the whole scheme of providing educational journals to members of this association with instructions to report at next session.

(b) "That, inasmuch as the action of the Executive Committee, in refusing to reimburse the travelling expenses of presidents of local associations when attending meetings of the Executive, is contrary to the constitution of this association, this convention do not concur in the action of the Executive."

(c) The suggestions of the Executive report, regarding the examination of elementary schools, was referred to the committee on "Examination and Course of Study," with instructions to report at next convention

(2.) The report of the Curator of the Library was adopted without modification.

(3.) The report of the Representative on the Protestant Committee was adopted, excepting that part referring to the raising of a fund for the universities of the Province.

(4) The report of the Committee on "English" was adopted and the Committee was dismissed.

(5.) The report of the Committee on "Text-books" was adopted and the Committee discharged.

(6.) The report of the Committee on "Examinations and Course of Study" was adopted and the Committee continued with the following names added, viz: Dr. J. M. Harper. Rev. E. I. Rexford and Inspector J. W. McOuat.

(7.) The report of the Standing Committee for the "Purchasing of Books for the Library" was adopted, and the Treasurer was authorized to pay \$2.00 excess of appropriation spent by the Committee.

(8.) The Treasurer's and Auditor's report was adopted.

(9.) The report of the Committee on the N. E. A. was adopted and the Committee continued, \$200.00 being placed at its disposal.

(10.) The report of the Pension Commissioners was adopted.

(11.) The report of the Committee on the "Pension Fund" was adopted and the Committee was discharged.

(12.) The report of the Committee on "Child Study" was adopted and the Committee continued.

(These reports have been placed first for convenience of reference)

Second Session.—October 12th, 2 p.m.—President in the chair. Minutes read and confirmed. Scrutineers were appointed by the President, viz: Messrs. Hopkins, con- vener; Jno MacAuley, S. F. Robins, B. B. Tarleton, and E. Smiley, with instructions to report at the fifth session.

A paper was then read by Mr. M. C. Hopkins on "English for Elementary Schools."

A Committee on Resolutions was appointed by the Pre- sident, composed of Dr. Harper, Prof. Kneeland and E. W. Arthy.

Mr. E. W. Arthy then submitted his paper on "Transition Work."

At this point, Convention divided into two sections, one to consider Mr. Hopkins' paper on "English," the other, Mr. Arthy's paper on "Transition Work." Part was taken in the discussion of the paper on "English" by Prof. Kneeland, Miss Nolan, Mr. Ives, Inspector McOuat, Mr. Silver and Mr. Ford.

The "Transition Work" was further taken up in section by Misses Gordon and Cameron. Session then adjourned.

Third Session—October 12th, 8 p.m.—President in chair. Sixty-one new names were submitted for membership, the whole list being accepted.

Rev. Dr. McVicar welcomed the Convention, outlining the "ideal school" and encouraging those in charge of educational work.

Hon. Mr. Dully represented the Provincial Government in educational matters, and expressed the earnest desire of the Legislature to improve the condition of the public schools.

Hon. G. W. Stephens urged greater efficiency, and declared, that while it was the duty of the Government to establish the best possible schools, the work of education rested in the hands of the people.

W. A. Weir, M.P.P. for Argenteuil, spoke urgently of the needs of rural schools.

The President, Dr. S. P. Robins, then delivered his address to Convention, reviewing in a careful and encouraging manner the history and development of public school education and closing with many hopeful and happy observations for the future. Vocal and instrumental music was appropriately interspersed throughout the programme, while the session was closed by the audience singing the National Anthem.

Fourth Session—October 13th, 9 a.m.—President in the chair. Minutes of two previous sessions were read and confirmed.

By order of Convention the President declared the ballot box to be open until 1 o'clock p.m. at the close of present session.

Dr. Harper resigned from the committee on resolutions and was replaced by Inspector Taylor.

Rev. E. I. Rexford read a paper on the "Relation of Outside Examinations to School Organization."

"The Relation of the Government to Schools" was discussed in a paper read by Dr. J. M. Harper.

By resolution of Convention the discussion of these two papers was taken up in general convention vs. sections as per programme. In the discussion part was taken by Dr. Shaw and Mr. Dresser, whereupon a resolution was moved by Mr. Nicholson, seconded by Mr. Arthy, "to appoint a committee to devise some scheme, if possible, which will take the place of the present system of examinations and report at next convention." After considerable discussion it was moved in amendment by Rev. Mr. Rexford, seconded by Dr. Harper, and resolved, "that in the opinion of this convention the time has come when some measure of relief should be sought from the pressure of examinations in the direction of providing:

(1.) "That greater liberty be granted to local authorities in the promotion of pupils.

(2.) "That the distribution of grants be made to depend more largely upon the staff and equipment of schools.

(3.) "That the competitive element in these outside examinations be as far as possible eliminated from the examinations, and that these suggestions be referred to the 'Committee on Examinations and Course of Study,' with a request to consider how far these suggestions can be put into practical form and report to next convention."

Mr. Masten, Dr. Harper and Inspector Hewton urged caution in making changes.

The session then adjourned.

Fifth Session—October 13th, 2 p.m.—President in chair. Minutes read and approved.

Professor Kneeland gave the following notice of motion: That at the next annual convention of the Provincial Association of Protestant Teachers he would move the following amendment to the constitution of the Association:—

(a) That after the words "Presidents of Local Associations," in the last clause of section 5, page 6, the words "elected and whose election shall have been reported to the Corresponding Secretary of this Association according to the provisions and by-laws of this Association," shall be inserted.

(b) That in section 6, page 7, the words "not more than," be inserted after the words "shall consist of," in the first clause.

(c) That in section 11, page 8, the words "in writing at a

regular meeting of the association," be deleted, and that the following words replace them: "by notice in the *Educational Record* of the Province of Quebec."

The following additions to the by-laws of the association were enacted clause by clause.

(1.) A Local Association must represent a definite territory approved of by the Executive Committee of the Provincial Association of Protestant Teachers.

(2.) It shall enrol each year at least 20 (twenty) members from the teachers in its territory.

(3.) It shall keep a record of the attendance at its meetings.

(4.) It shall hold at least 3 (three) meetings each year.

(5.) An average of "one-third" of its members shall have attended three of the meetings of the Local Association, provided that the average attendance does not fall below 12 (twelve) members.

(6.) A statement of the work done, signed by the President and Secretary of the Local Association, shall be sent to the Executive Committee of the Provincial Association of Protestant Teachers at least one month previous to the annual convention each year.

(7.) Having fulfilled the foregoing terms, a Local Association shall be entitled to affiliation with the Provincial Association.

(8.) Only such Presidents of Local Associations shall be recognized as members of the Executive Committee of the Provincial Association as—

(a) Are fully qualified members of the Provincial Association.

(b) Who shall have been duly elected at a legally constituted meeting of such Local Association.

(c) Whose election shall have been officially reported to the Corresponding Secretary of the Provincial Association by the Secretary of the Local Association within two weeks of their election.

It was resolved that the travelling expenses of committees appointed at the last convention be paid.

Miss L. B. Robins, B.A., read an exhaustive paper on the "Tendency of Present Methods and Discipline in the Formation of Mental and Moral Character," which was followed by an address on the "Personality of the Teacher Re-appearing in the Pupil," by Dr. McCabe, of the Ottawa Normal School.

A hearty vote of thanks was tendered to Dr. McCabe for his eloquent paper, whereupon Dr. McCabe replied in a happy manner, inviting convention to meet next year in the Ottawa Normal School.

Sixth Session.—Oct. 13th, 8 p.m.—President in the chair. Dr. Tracy, of Toronto University, read a paper on “Child Study,” which was followed by a discourse on “How to Teach Agriculture in Our Schools,” by Prof. Robertson, of Ottawa.

On motion of Inspector Taylor, seconded by Mr. Parmelee, a standing vote of thanks was tendered to Dr. Tracy and Prof. Robertson for their very able, suggestive and inspiring addresses. Various items of vocal and instrumental music added to the pleasure of the evening's proceedings, which were closed by the audience singing the National Anthem.

Seventh Session—October 14th, 9 a.m.—President in the chair. Opened with prayer by Rev. Inspector Taylor. Minutes of two previous sessions were read and confirmed.

The report of the scrutineers was then presented as follows, for 1899-1900 :—

President.....	Dr. Wm. Peterson, M.A.
Vice-Presidents.....	{ Rev. E. J. R xford, B.A.
	{ G. L. Masten,
	{ G. W. Parmelee, B A.
Recording Secretary.....	J. W. McOuat, B.A.
Corresponding Secretary.....	A. W. Kneeland, M.A., “ McGill Normal School.”
Treasurer	Wellington Dixon, B.A.
Representative on Prof. Com.	E. W. Arthy, “ High School,”
Pension Commissioners.....	{ S. H. Parsons, B A ,
	{ H. M. Cockfield, B.A.

Executive Committee :

J. A. Dresser, M.A.,	Miss M. I. Peebles,
Miss Nolan,	Miss E. Binmore, M.A.,
J. A. Nicholson, M.A.	H. J. Silver, B.A.,
G. W. Ford,	Dr. S. P. Robins,
Inspector Jas. McGregor,	Arch MacArthur, B.A.,
E. N. Brown, B A.,	Thos. I. Pollock, B.A.,
Dr. J. M. Harper,	S. P. Rowell, } equal.
H. J. Kellar, B A.,	Mr. Connolly, }

The President gave his casting vote for Mr. Rowell, and then declared the officers as reported duly elected for the ensuing year.

Dr. Tait McKenzie was introduced and favored Convention with an exhaustive discourse on "Physical Culture in Schools." W. A. Kneeland and Miss Holmström took part in discussing the subject.

The report of the Committee on "Educational Journals," appointed at the first session of Convention, was here presented and adopted.

Authority was given to pay a small bill for travelling expenses of a member of Committee due in 1896, but only now presented.

On motion of Messrs. Nicholson and Campbell, the following by-law was adopted, viz: "That members of Committees of this Association and members of Sub-Committees of the Executive, when attending a meeting of their respective Committees or Sub-Committees, shall be entitled to the reimbursement of their railway and steamboat fares; provided, however, that this shall apply in the case of one meeting only, and on a detailed statement being submitted by the convener."

Mr. S. P. Rowell, Convener of the Exhibits Sub-Committee, presented the report of the judges on "Exhibits of School Work," as follows:—

Special Exhibits (open to all.)

High School, Montreal,—Prize of \$10.00.

Senior School, " Certificate of Honour.

McGill Model

School " (Boys) " "

McGill " " " (Girls) " "

City Public Schools—

Aberdeen, Montreal, first prize, \$10.00.

Country Public Schools—

Godmanchester, No 6, (Co. Huntingdon) first prize, \$10.

" " 1, " " second " \$7.50.

" " 8, " " Certificate of Hon.

" " 11, " " " "

Hinchinbrooke, " 9, " " " "

Hull Model School, first prize, \$10.00.

Aylmer Academy, " " \$10.00.

The report was adopted.

A resolution of condolence was passed expressing sympathy with family of the late J. C. Wilson.

The usual vote of thanks was passed to all persons and companies that had contributed to the success of the Convention, and a further resolution of condolence was passed respecting the demise of the late Principal Hicks, the late Dr. Graham, and the late Thomas Haney.

The President spoke briefly, thanking the members for their co operation, and then formally dismissed Convention.

[NOTE.—The only change in the list of officers and members of the Executive Committee, as given in the minutes, is Inspector Taylor succeeds Dr. Robins, resigned.]

The following are the Committees of Convention for 1899-1900 :—

CHILD STUDY.—E. N. Brown, B.A., Lachine (Convener); Miss Sloan and Miss Rugg.

LIBRARY (Standing Committee).—Miss Louise Derick (32 Belmont street, Montreal), Convener; Miss C. Nolan, Rev. E. I. Rexford, B.A.; H. J. Silver, B.A., and E. N. Brown, B.A.

EXAMINATIONS AND COURSE OF STUDY.—J. A. Nicholson, M.A. (Westmount Academy), Convener; Jas. Mabon, B.A.; C. W. Ford, E. N. Brown, B.A.; N. T. Truell, F. C. Banfil, Rev. E. I. Rexford, B.A.; Dr. J. M. Harper, Inspector; J. W. McOuat, and Representative on Protestant Committee.

NATIONAL EDUCATIONAL ASSOCIATION.—Dr. S. P. Robins (McGill Normal School), Convener; E. W. Arthy and Rev. E. I. Rexford, B.A.

The following Sub-Committees of the Executive were appointed at the October meeting of Executive, viz :—

Exhibits.—S. P. Rowell (Convener); Miss M. I. Peebles, H. M. Cockfield, B.A.; Miss Louise Derick; Arch. McArthur, B.A.; G. W. Parmelee, B.A.; A. W. Kneeland, M.A. School Inspectors are advisory members.

Printing and Publication.—H. J. Silver, B.A. (Convener); E. N. Brown, B.A.; Miss M. I. Peebles.

Periodicals.—Miss E. Binmore, M.A.; Miss M. I. Peebles.

Finance and Audit.—Arch. MacArthur, B.A. (Convener); S. H. Parsons, B.A.; J. A. Nicholson, M.A.

Text-Books.—E. W. Arthy (Convener); J. A. Dresser, M.A.; J. W. McOuat, B.A.

Official Department.**NOTICES FROM THE OFFICIAL GAZETTE.****DEPARTMENT OF PUBLIC INSTRUCTION,***Appointment of School Commissioners.*

His Honor the Lieutenant-Governor has been pleased, by order in Council, dated the 5th of January, 1900, to re-appoint the Reverend D. H. MacVicar, D.D., LL.D., a member of the Board of Protestant School Commissioners of the city of Montreal, his term of office having expired on the 30th of June last.

To appoint Mr. Albert Tremblay, school commissioner for the municipality of Notre-Dame de Laterrière, county of Chicoutimi, to replace Mr. Alfred Tremblay, whose term of office has expired.

To detach from the school municipality of Saint Pacôme, county of Kamouraska, the following cadastral lots, to wit: Nos. 252, 258, 259, 260 and 261, and annex them for school purposes to the municipality of "River Ouelle," in the same county.

23th January—To make the following appointments, to wit:

School Trustees.

County of Bonaventure, Cox.—Mr. Urbain Holmes, to replace Mr. Pierre Joseph, whose term of office has expired.

County of Matane, Saint Octave and McNider.—Messrs. Angus McEwing, James Campbell and Charles Page.

To erect into a separate school municipality, under the name of "Saint Eusèbe de Cabano," county of Témiscouata, the ranges X, XI, XII and XIII of the township Cabano, with the following boundaries, to wit: to the north-west and to the north by Cabano river, to the north-east and to the east by the seigniory of Témiscouata Lake, to the south-east and to the south by the township Packington, and to the west by Long Lake.

6th February.—To make the following appointments, to wit:

School Commissioners.

County of Missisquoi, Saint Joseph de Bérenger.—Mr. Guillaume Laroux, to replace Mr. Joseph Daudelin, absent.

School Trustees.

County of Shefford, Sainte Cécile de Milton.—Mr. Edgar C. Willard, continued in office, his term having expired.

To detach from the municipality of Bedford, county of Missisquoi, the ranges I, II, III and IV of the township of Stanbridge, in the same county, and comprising the lots from 1 to 14 included, of each of the said ranges of the primitive survey, and to erect them into a distinct school municipality by the name of "Stanbridge East," for Catholics only.

The foregoing erections and annexation to take effect on the 1st of July next, 1900.

Dissolution of the Dissident School Corporation of Sainte Brigide, in the County of Iberville.

Order in Council of the 6th of February, 1900.

His Honor the Lieutenant-Governor has been pleased to order that whereas the dissentient trustees of the municipality of Sainte Brigide, in the county of Iberville, have allowed a year to elapse without having any school, either in their own municipality, or jointly with other trustees in an adjoining municipality, and have not put the school law into execution, and do not take any steps to obtain schools, to declare that the corporation of the trustees of the dissentient schools for the said municipality of Sainte Brigide, in the said county of Iberville, is dissolved, and it is hereby dissolved, the whole pursuant to the statute in such case made and provided.