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Articles : Original and Selected.

THE INTERNATIONAL CONVENTION.

In the space at our command it would be utterly impossible to give anything like a full account of the International Convention of Teachers held in the city of Toronto last month. While the Convention was in progress the daily papers gave the usual minute reports of the work accomplished, and from the accounts contained in them there may be formed some idea of the greatness and importance of such a gathering to the cause of education on this continent. From the *Montreal Witness* we select the following careful summing up of the proceedings: "The National Educational Association has been in continuous existence for about forty years. During a large part of that time its annual membership was very small and the attendance but little larger. The First President of the Association was at this Toronto meeting, and as he has attended many of the intervening sessions he has had ample opportunity to note the rate of progress. At first it was slow and discouraging. Education was a State, not a national matter, and the State Conventions easily took the precedence over the national one as a matter of public interest. But nationality of feeling came in like a flood in the wake of the civil war; the National Government established an educational bureau of observation and publication; and soon the National Association began to grow in importance and usefulness. During the years of its development it has

taken on a peculiar character, which, though by no means stereotyped, has become comparatively fixed. It is old enough to have traditional methods, but not conservative enough to be unwilling to modify them. Its officers are always experienced and able men. No others can come to the front in a body with a membership so large and so intelligent. Of the methods adopted it may be said generally that they are exceedingly effective. The mornings and evenings are given up to mass meetings, and the afternoons to meetings of sections or departments. The number of these sections tends, of course, to increase with the growing tendency of the day to differentiation and specialization. At present they are (1) kindergarten, (2) elementary, (3) secondary, (4) higher, (5) normal, (6) superintendence, (7) industrial and manual, (8) art, and (9) music. To these have been added, in a tentative way, "conferences for original research," of which six were designated for this year, only one, however, being at all successful, that held under the direction of Dr. Stanley Hall for the study of mental growth in children. This is a feature of the Association's meetings which will probably grow in interest and usefulness, for it has in it great possibilities of development. The attendance was enormous and was thoroughly international. The membership numbers thousands, and of these, Canadians constituted probably as large a proportion as the population of the Dominion bears to that of the United States. Canadian delegates took a fairly prominent share in the proceedings, and to all appearance were quite up to the general average in ability to do so with credit to themselves and advantage to the body as a whole. The various provinces of Canada were represented individually, the largest contingent being from Ontario, and the next largest from Quebec, the Maritime Provinces contributing small but somewhat distinguished delegations. All sections of the United States were well represented, and most of the States had "headquarters," at which local enrolment of delegates was made. On the whole, the vast gathering was thoroughly representative of the continent, from the Gulf of Mexico to the northern limit of inhabited Canada, and from the Atlantic Ocean to the Pacific. In preparing for such a meeting, it is natural that there should be a good deal of anxiety as to accommodation, and this occasion was no exception. No city in America has ever been subjected to so severe a strain in this respect as Toronto has just endured, but the precautions taken were so effective that the whole mass of visitors were quietly located as fast as they arrived, with far less than the usual amount of friction and

worry. At no time during the meeting was the accommodation at the disposal of the Committee at all exhausted, and many householders, who had blindly offered to take in lodgers, were never required to give up their rooms for that purpose. This satisfactory state of things was due largely to the fact that Toronto has each September to accommodate a large crowd of visitors to the industrial exhibition, but still more to the energetic and intelligent services rendered by the billeting committee which was made up chiefly of ladies. Their experience as charitable workers was of the utmost value to the local management. It is pleasant to be able to record that no attempt at extortion was made except by one boardinghouse-keeper, who was quietly exposed and who narrowly escaped prosecution for obtaining money on false pretences. If any other Canadian city should have the honor and profit of being selected as the place of meeting for the Association, the experience of Toronto might profitably be drawn upon, not merely with respect to providing accommodation, but also with respect to holding the exhibition which has become the constant appendage to the convention. Though it was a marked success this year it might easily have been made still more striking but for two drawbacks (1) the lack of experience on the part of the local committee, and (2) the trouble and delay caused by the Customs line. United States contributors should have shipped their exhibits a few days earlier to enable the management here to get them in time, and the local committee, if they had their work to do over again, would avoid some mistakes into which they naturally fell. The exhibits were of two classes, (1) school supplies sent on as specimens by manufacturers, and (2) school work, done by pupils. For the former a charge was made with a view to revenue, but the latter was admitted free. As a whole, the display was a very interesting one and it attracted a constant stream of visitors, both domestic and foreign. Thousands of people went to see it over and over again, and it fairly divided with the meetings and the excursions the attention of the whole community. The excursions referred to were a most useful arrangement. A large steamer was chartered for short runs to points of interest near the city, and special rates were secured by the ordinary rail and steamer routes to places more remote. Thousands of visitors took advantage of these sources of recreation, and those who did so went away with recollections all the pleasanter for this agreeable form of diversion. These local excursion rates by regular routes were available for a few days after the Convention, and many strangers were thus able to

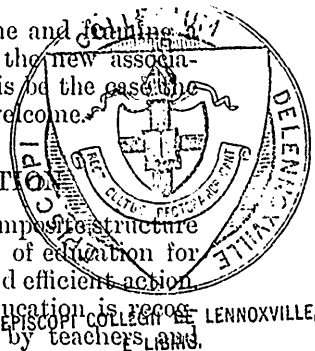
visit Niagara, Muskoka, the Upper lakes and the St. Lawrence who would otherwise have been deprived of the opportunity. The number of these who stayed over for this purpose, and also with a view to learn what they could of our educational institutions, was surprisingly large. The people of Toronto have no reason to complain of any lack of appreciation on the part of the foreign visitors. Their feelings were officially expressed in formal resolutions, couched in the most laudatory language, but this was mild compared with the expression of gratitude which dropped from the delegates in private. They had evidently come with the determination to put up with the drawbacks and disappointments incident to such meetings, and when they found few or none they were agreeably disappointed. They were delighted with the weather, with the city, with the meetings, and above all with the prevalent, if not universal, desire to treat them, not as boarders, but as friends. Without any conscious purpose to make the convention pay, the people of Toronto took the surest way to secure such a result, for the general chorus of praise so freely uttered here will re-echo in thousands of United States journals wherever the delegates have their homes. For the manner in which the event came off, great credit is due to the chairman and secretary of the local committee, J. L. Hughes and H. J. Hill. The long experience of the latter in connection with the Industrial Exhibition made him invaluable, and it is difficult to see how he could have been dispensed with. It is not easy to describe in brief space the work of the association during the meetings or praise the results. The public addresses were good in themselves, but they were, of necessity, heard by only a few. Many valuable reports were made by committees, which will be the subject of future action. A step forward was taken in the way of inducing the teachers of America to take charge of the spelling reform movement with a view to decisive action at the World's Fair in Chicago in 1893. A good beginning was made in round table or seminary discussion. But the best work was done in the meetings of departments, where the attendance was smaller and the audiences were homogeneous. The subject of university extension was one of the most interesting of those so discussed, and it received a decided impulse. So did the work of the kindergarten, which is likely to become more popular and more widely diffused in consequence. One of the most important incidents for Canadians was the formation of a dominion educational association. A large and representative gathering resolved to go into this organization and appointed a council for

the double purpose of preparing a programme and forming a constitution. Doubtless, the first meeting of the new association will be held in Toronto in 1892, and if this be the case the members may reckon on a most enthusiastic welcome.

SYSTEMATIC MORAL EDUCATION.

The world of thought fully recognizes the composite structure of mind—and in a general way the necessity of education for the development of faculty into harmonious and efficient action. We say in a *general* way this necessity of education is recognized, for in practice the methods employed by teachers and parents have but a partial application. It is the *intellect* that receives the chief attention. The text-books, the discussions among those learned in psychology, the routine of the school room, the profounder interest of the home guardian relate to the development of that division of human faculties that concern sense perception, reasoning on the nature and use of the objects of sense, and the application of physical instrumentalities to the attainment of certain material results.

Children have one leading object set before them at home and at school, viz., an independent position, the meaning of which is the possession of so much money or property that will place them above the necessity of labor and command the respect of society. With this object clearly in view, habits are inculcated that exercise constantly those faculties that consider the conventional uses of things, that estimate the material values of the products of nature and industry, and discriminate the results of effort on the side of their essential quality and application. So the eyes and ears, the hands and feet are directed and trained by daily practice in lines contributory to what is regarded as profitable and advantageous to self. It is not difficult to see that if the individual be naturally endowed with a disposition to self-indulgence, and has but a moderate regard for the interests of others, the cultivation of the faculties indicated in the way just described would strengthen his acquisitiveness and render him more and more disposed to self-seeking. One of the best outcomes of educational thought is the Kindergarten. Starting with the axiom that when the child is old enough to observe, *i.e.*, to use his physical senses, he is old enough to receive training, a carefully formulated system is applied to the evolution of the practical faculties in a manner that shall be thorough, and furnish the young life with a solid basis for the future. The training of the Kindergarten, how-



ever, relates to the use of the eyes and ears and hands mainly. It aims to provide employments of a simple nature that shall please children—while it trains their budding faculties in a gradual way, to discriminate closely the nature of common objects, to be exact in regard to form, color, proportion, number, and other qualities that enter into the constitution of things with which our daily life is associated. This work of the Kindergarten is of high importance as preliminary to the entrance upon the more serious studies of the school, but it chiefly concerns the organic centres that relate to the intellect. There is some moral exercise, to be sure, associated with the child-garden, but it is incidental to the association of the little ones, and does not enter definitely into the formularies of the instruction.

Human character is colored by the strength of its motives, and the coloration seems more conspicuous according to the line of action pursued by the individual. Motives arise from suggestion influencing one's more active feelings or instincts. Ill-regulated feeling imparts an unworthy or spasmodic character to motives, and the practical faculties that respond to these motives having received thorough systematic training, may do their part skilfully, but at the same time with the achievement of material success the man may sink in moral turpitude and mendacity.

Here and there the example occurs of the lawyer, the bank officer, the business man, pre-eminent for shrewdness and tact in the management of the affairs in his charge, whose lapse from moral integrity becomes known to the world through some gross fraud. With every intellectual faculty trained to a high degree of activity, giving him power to estimate with minute exactness the probable outcome of this or that enterprise, he was sadly wanting in the one element most essential to self-control, moral discrimination. This not because he was born without the faculties that constitute the moral sense, but because they were not trained to perform their normal part in the operations of his mind.

It seems to be commonly expected that the moral elements will take care of themselves, and at the proper time, whatever that may be, will come to the front and exercise their rectifying influence. The disciples of heredity are heard declaring that this one is vicious or criminal because he has not enough of the moral elements in his mental economy, and that another is upright and noble because he is so fortunate as to have inherited a large share of these desirable elements. It would seem, according to the opinion of some, that accident had much to do

with the proportion of the nobler sentiments that men exhibit in character. But we do not accept these views of the matter, and would point to the conspicuous inconsistency of the heredity doctrinaires in their treatment of the intellectual faculties.

Would they forbear sending a child to school, because of apparent deficiency in some of them, unless he were a pronounced idiot? Certainly not. For the training of the school may brighten up an intellect that seemed very dull.

Why make so illogical a discrimination between components that exist side by side in the same mind, and whose expression is dependent upon similar physiological conditions?

Let us exemplify the different treatment that these two factors of mental capacity receive at the hands of society.

As soon as the child is able to use his eyes and ears efficiently, his instruction about things is begun. He is told the names of the objects surrounding him: their uses are explained, and gradually his memory is stored with information that bears chiefly on that which concerns self maintenance, so that his elders will be relieved as much as possible of the care incident to watching his movements. He is taught to read and write; then comes the course in arithmetic, grammar, geography, history, etc., a gradual progress being made with the development of intellectual capacity. It is "line upon line and precept upon precept" that constitutes the order of his instruction. He is required to commit to memory rules and definitions, and to repeat them over and over again until they become so firmly fixed in his mental substance that their operation is unconscious, or a secondary intuition.

Thus as he reads he understands without effort the significance of words and phrases, and in performing an example in arithmetic he adds, subtracts, multiplies, and divides off-hand without consciously recognizing the steps of the process which were so laboriously and perhaps tediously acquired. Is he studying geography, the teacher requires him to note thoroughly the characteristics of form, climate, soil, products and population of a country; its boundaries and relation to other countries near and far; latitude and longitude, etc., and he is not considered well up in the topic until he can answer promptly any questions that are asked him.

So with his study of other subjects that are deemed essential to his usefulness in the career that will open before him, in the near future, as a business or professional man. The faculties of language, comparison, order, number, locality, constructiveness, time, taste, caution, industry, etc., etc., are stimulated and

drilled day after day for years, and when the youth emerges a "graduate" from the school, he is supposed to have education enough for the purpose of life. And he has *on one side* of his organization. The attentive reader doubtless anticipates what we would say now, in attempting to picture what is usually the case with the moral development of a child and youth, and it is unnecessary to present an elaborate study of this—the neglected side of education. The same law of growth, the same responsiveness to training, subsist in regard to the moral faculties as to the intellectual; but where is the teacher, where the treatise that has a methodical order for their culture?

Hundreds of volumes issue from the press yearly with carefully arranged formularies for the exercise and training of the mathematical, the constructive, the lingual, the reasoning faculties, but where are the books for the parents and teachers' guidance for the orderly exercise and development of the faculties, of benevolence, sympathy, reverence, conscientiousness, steadfastness, hope, etc. Surely, these are as important to the success and happiness of men and women as their intellectual associates! Indeed, it will not be disputed that the miseries of society are due mainly to their inactivity or perversion.

What a field the psychologist has to amend the educational methods of the day. Let him be stirring about it. The need of moral culture is urgent. We have enough of the intellectual, too much in fact, and its uncompensated effects are visible in the vice, wickedness and moral confusion that pervade the life of this modern era of so-called civilization.—*Phrenological Journal*.

Editorial Notes and Comments.

The issue of the RECORD for this month will fall into the hands of its readers just as they are returning from the mid-summer holidays, and again it is our privilege to wish the teachers of the province of Quebec every success in their work during the scholastic year which is just opening. Many of them have been in attendance at the provincial institutes or at the great convention of Toronto, and no doubt have had their minds refreshed with the fraternal sympathy extended to them at these gatherings; and as they turn their hands to the plough for another period, it is our earnest hope that they have come to recognize more and more the importance of their work. The earnest teacher makes the good school, and the responsibility of success or non-success can hardly be placed elsewhere than on

him or her who has the guidance in such large measure of the destiny of the school for the time being. There are drawbacks to success in all the callings of life, and perhaps more of them are to be met with in the teacher's experience than in any other. Yet the world is at the present moment fully alive to the importance of elementary school work, and the sympathies of the masses are in favor of the teacher who knows what his or her work is, and dares to do it in spite of all opposition. In our own province there are to be seen evidences of a desire to improve, if the means were only provided for making our elementary schools what they ought to be. We have pointed out again and again what these necessities are, and the prospect is that, under the *régime* of the present government, steps will be taken at an early date to provide for these necessities in such a spirit of liberality as will raise our elementary schools above reproach. In the meantime we again bid our readers "God-speed" in their desire to make a good year of it.

—In referring to the changes which our educational theorists are every now and again urging upon the community, we have never swerved from advocating the unification of the school course under the immediate supervision of the regularly-appointed teachers. The speciality is only apparently successful as long as it continues to be a novelty, and such momentary success is hardly ever to be considered a gain in presence of the loss of interest in the regular studies its presence begets. And we are not alone in this advocacy by any means. For example, the public interest in the matter of physical training in the schools of Britain has been further excited by the action of the Earl of Meath, who lately introduced a bill in the House of Lords which proposed to place physical exercises in the category of those subjects which must be taught as a condition of obtaining the highest government grant. In other words, the Earl of Meath advocates the placing of physical exercises in the school curriculum alongside of the mental exercises in grammar, geography, arithmetic, etc., and when he is asked, "who are the instructors to be?" he answers readily enough, "that it is of great importance, more than is at first apparent, that the gymnastic instructor and teacher should be one and the same person; and for holding this opinion he adduces no less than five distinct reasons. These reasons, it must be admitted, have much weight. They are that this would be the most economical arrangement; that it would conduce to the physical development of the teachers themselves; that discipline could be more easily maintained by the regular teacher than by an outsider; that their proficiency in

physical exercises would enhance the respect of the scholars for the teachers ; and that, in this way, all danger of divided authority would be avoided. The teachers who are to instruct must themselves be instructed. The Earl is, therefore, obliged to demand that English training colleges for teachers will introduce gymnastics and Swedish drill into their curriculum, and that School Boards, in making appointments, will nominate only teachers, both male and female, who have passed an examination, suitable to sex, in the theory and practice of physical exercises. What it would mean to pass such an examination the Earl indicates by a statement of what a school teacher has to do in this respect before receiving a diploma in both Prussia and Saxony. This includes an essay on some theme relating to the teaching of gymnastics—a *viva voce* examination on this subject as well as on anatomy, physiology, and dietetics, and the demonstration of practical knowledge of the subject by personal performance and by instructing a class. Obviously then, the adoption of the Earl's proposals would involve considerable changes both in the training of the teachers and in the details of school work. The goal is nothing less than the perfection of humanity, as the *Schoolmaster* says, from whom we quote. Our methods must accordingly be determined not only by the permanent and invariable powers and capacities of the human being, but also by the varying circumstances in which we may be placed and the wants to which these give rise. To the Earl of Meath, therefore, we bid God-speed in his humane and beneficent enterprise. It is true, as he says, that the future destinies of the world will probably lie, in a great measure, in the hands of the sons and daughters of Anglo-Saxon blood. It is for us, therefore, to make sure that it cannot be said that, through our neglect, any of these children of the future, by reason of physical deterioration, were made incapable of the highest thought and action."

—The reading boy is not always the smartest boy in school, but he is generally the most intelligent. Indeed some teachers, especially the teachers of boarding-schools, have made it an objective point in their work to get their pupils interested in some book or other, knowing well that if their interest can be sustained in the perusal of one book, the achievement will in all likelihood excite the pupil to search for some other book from which profitable enjoyment can be obtained. To get their pupils in this way to read on their own account has induced some of our teachers to discuss on the Friday mornings, or oftener, the current events of the day, as a change to the morality-teaching enjoined by the course of study, and, as far as we have

been able to learn, neither pupils nor teacher have ever grudged the time taken for such exercises. One of our contemporaries, in discussing this new feature in school work, says: "The success or failure of the introduction of 'Current Events' into the school will depend almost entirely upon the tact and intelligence of the teacher. The teacher must read, not just one county paper and one general newspaper, but must have at hand many periodicals, in order to get, not only the minutiae, but also many-sided views of events as they are placing themselves on the blank pages of time. Some of these events will be of little importance, others will stand out as great mile-posts in history, stepping-stones in science, or creations in literature that shall make the minds of succeeding generations who read them broader, deeper, and better. We feel sure that under the guidance of a well-stored mind, a part of an hour so devoted each week will get the best out of current history, literature and science, and for such a teacher an excellent opportunity is afforded to aid and direct the child to the best in literature of the present and past.

—The co-operation of parent and teacher is a necessity in these times, if we would have the new methods of imparting instruction which are being advocated by our educationists introduced in our schools with the least friction possible. As the *Educational Journal*, of Toronto, says: "The teacher and the parent are working for the same object, and should find opportunities for becoming acquainted with and understanding each other, in order that their efforts may be harmonious. Intelligent and cordial co-operation between parent and teacher would solve many of the knottiest problems of school discipline, and would go far towards relieving the work of the teacher in this respect of much of its irksomeness."

—And in connection with this, the following shows in pertinent language why the teacher, in his zeal and persevering industry, is so often misunderstood. Prejudice is the up-bringing of ignorance, and if parents would only deal with facts, and if our school authorities would use their best efforts to place the facts before them, the teacher's task would become all the less irksome. As the article says: "The bringing of parents and teachers into closer and more friendly relations is much to be advocated. Amongst the uneducated classes the teacher is looked on almost as an enemy, and if he or she dares to correct a naughty urchin just half as sharply as he deserves, down comes an angry mother who 'won't have her Johnny spoke to in that fashion.' Even in higher circles parents fail to grasp the necessity for strengthening the teacher's hand as far as possible, and by explaining the

weak points of their children's character, to render as easy as possible the task of correction. A 'Parents' Meeting' has been instituted in connection with the 'Working Women's School' in New York. Once a month the parents of the pupils are invited to meet the teachers of the school 'to discuss methods of instruction, gain an insight into the plans of the workers, and help to carry them out.' The general purpose of the meeting is to bring the parents of these children and youth into vital communication with the management of the school, and thus reinforce this body by the experience and judgment of their home life. It is a marvel that this most sensible, even essential condition of good school-keeping has not become one of the recognized features of common school administration. If the 'New Education' means anything, its central idea is the adjustment of the methods of instruction and discipline in school to those that characterize a good family. The mother-idea is the germ of the Kindergarten and all superior primary school work; and the chief difference between the old and new educational dispensation is the natural and beautiful way in which the transition from the home to the school life is now accomplished. But, strange to say, even the well-to-do and intelligent parents of our communities, as a rule, are in almost absolute ignorance of the way in which their children are handled by the skilled teachers who work and are responsible for the new style of school training. How many even of the newspaper, clerical, parlor, and political critics of the people's school—not to say the educational reformers of the day—would be able to give an intelligible account of one day's work in an ordinary graded public school? Hence the ease with which the community can be blown up to a white heat, or sent off 'kiting' by any magnetic crank or brilliant theorist in education, and the most useful class of society, the superior teachers, be held under a constant fire of unjust, and often malignant criticism. Nobody seems to be to blame for this estrangement, which is one of the unfortunate results of the preoccupation of our new life, and the mania for specialization which is shutting us all up, each in his separate cell. The way out is for the more thoughtful women of the country, under a simple organization, to put themselves in friendly unofficial communication with the teachers of the children, according to the excellent arrangement of the 'Parents' Meeting' of the Working Women's School referred to."

—To find an example of the ignorance which begets prejudice or cynicism we have not far to go, not even when we look for it in a quarter where ignorance is supposed to have been

banished. The *Saturday Review* has a way of its own in treating nearly every subject of public interest, but who would have thought to have found its classical irony degenerate into the silly sarcasm of the unthinking crank, whose delight it is to speak disparagingly of everything connected with school-teaching. This is the way in which it has written of what it calls "the educational craze" of providing a university training for teachers: "Oxford men had better combine for the moment to upset a most mischievous proposition of adding to the present menagerie of their university a quasi-college for Board school-masters. You may render university education valueless in this way; you will not render primary education more valuable. Meanwhile, we hear that steps are being taken to establish an extensive and largely-endowed scheme for the preservation of children from all education whatever, except reading and writing. They have our heartiest good wishes."

Current Events.

It is pleasant to take note of the success of the Teachers' Institutes held during the second week in July at Sherbrooke, Inverness, Cowansville and Lachute. This year, on account of the International Convention at Toronto, the meetings were called together simultaneously. The attendance at Sherbrooke and Cowansville was much larger this year than last, while the interest at all the meetings was well sustained. The plan of utilizing the evenings for illustrated lectures was this year again carried out at Sherbrooke and Inverness. The usual public meeting was held at all the places, thus affording the communities an opportunity of taking part in the enterprise of improving our elementary schools.

—Last month we were called upon to perform the sad duty of referring to the death of the Rev. Dr. Weir, of Morrin College, and in this issue we have to take note of the appointment of his successor, William Crocket, Esq., M.A., late Superintendent of Education, New Brunswick. The venerable principal of Morrin College has been heard to say in former days that "Dr. Weir was Morrin College," and, indeed, much of the success of that struggling institution can be traced to the energy of the deceased professor of classics. Consequent on his death there has been a partial re-organization of the staff, and this, with the immediate prospect of endowment, is likely to give a new lease of educational influence to the institution. The new professor of classics comes highly recommended, while the new professor of

Hebrew is a gentleman well known as a ripe scholar throughout the Dominion.

—Of the school changes we have not been able so far to make anything like a full record. The same course we have decided to adopt this year as was adopted last year in collecting such information, and to save trouble we ask all the head-teachers of our Academies and Model Schools to send in to the editor of the RECORD, Quebec, a list of the staff connected with his or her school, in order that for the September number an alphabetical list of the names of the teachers of these schools may be prepared. We shall also be glad to hear of changes in our elementary schools by postal card. So far, we have learned that the vacancies in Quebec have been filled by the appointment of Miss Ferguson and Mrs. Dela Motte. Montreal has secured the services of Mr. Silver, of Waterloo, while Mr. Mabon, formerly of Inverness, goes to take his place. Mr. Moore, of McGill University, has been appointed to Inverness. Mr. Macmaster and Miss Macmaster, the former of Hemmingford Model School and the latter of Huntingdon Academy, have been appointed to Bedford, while Mr. A. B. Wardrop, formerly of Barnston, goes to the Lachine Model School. Miss Cochrane assumes charge of the Compton Ladies' College. Among the changes we notice the withdrawal of three of our best teachers from active work in the school-room, though we trust that the withdrawal is only for a time. Two of these gentlemen, Mr. Howard, of Bedford, and Mr. Dresser, of Aylmer, have decided to enter at McGill, while Mr. S. Campbell, of Sutton, has gone west to join his brother in commercial pursuits.

—The season of the picnic is about over, and those of us who have had our outing in the country during the recess of the holiday months will not fail to join gratefully in praising the efforts of those who have labored in behalf of those who, of their own resources, are unable to arrange for an outing for themselves. The movement inaugurated by the Montreal *Star*, and known as the Fresh Air Excursions for little folks of poor parents, has been imitated elsewhere than in Montreal, and the success attending the movement will no doubt tend to perpetuate it. Meeting, as most of our schools do, in September, the holiday season is over before the opening day; yet in many of our country schools the idea of a school picnic in September is worth considering, if only to inaugurate the school *esprit de corps* that ought to exist in every institution.

—The question is often asked, how can our school secure the highest possible grant, and it is at this season of the year, perhaps

more than at any other, that the question becomes a pertinent one. A well-equipped school, in the hands of a good teacher, will assuredly take high rank, and it is for the Commissioners to see that the school is well-equipped before the school is opened for the year's work. The regulations will otherwise show how the grants are to be obtained, including the grant for a permanently-established Academy or Model School, the bonus for scholastic work done during the year, and the bonus for appliances. A school that does not secure for itself the highest bonus for appliances is very much to blame, and it is at this season of the year that the Commissioners should arrange affairs in such a way as to be sure of obtaining it.

—Free Public Libraries have reached a development in the State of Massachusetts which it would probably be impossible to match anywhere else in the world. In 1839 there were only about ten or fifteen public libraries in the State, and only about one-seventh of the total population had a right of access to the limited supply of books; but, thanks to the generosity of individuals and the public spirit of the people, 248 of the existing 351 towns and cities contain free libraries. These numerous institutions contain about 2,500,000 volumes, and are available for the use of 2,104,224 of the 2,238,943 inhabitants of the State. Nevertheless, the non-existence of free libraries in rather more than 100 of the smaller towns is viewed with so much concern by the Legislature that a Special Commission was appointed last autumn to encourage these towns to follow the example of the majority. The Commissioners issued an appeal to the citizens, one passage of which is worth quoting for the benefit of London parishes and English towns. "A free library," says the document, "is a good business investment for any town. Experience shows that the amount expended for it will be returned manifold, not alone in the intellectual and moral stimulus to the people, but also in material prosperity and the increased value of property."

—Dr. J. G. Fitch, Inspector of Training Colleges, England, is endeavoring to resuscitate a movement in favor of a decimal currency for Britain; and to us on this side of the Atlantic it seems strange that no progress has been made in this direction since the florin or two-shilling piece was coined. In a late address Dr. Fitch dwelt upon the utility and simplicity of the decimal system, and pointed out that it had been adopted in nearly all the countries of Europe. No doubt the introduction of an entirely new system into England would be exceedingly inconvenient at first, but that would be only for one generation.

He thought the whole subject deserved the careful consideration of teachers.

—Elementary education is widely diffused in Denmark, the attendance at school being obligatory from the age of seven to fourteen. Education is afforded gratuitously in the public schools to children whose parents cannot afford to pay for their teaching. The University of Copenhagen has about 1,300 students. Connected with the university is a polytechnic institution, with 20 teachers and 200 students. Between the university and the elementary schools there are 13 public gymnasia or high schools in the principal towns of the kingdom, which afford a "classical" education, and 27 modern high schools. There are 5 teachers' training colleges. Instruction at the public expense is given in parochial schools, spread all over the country, to the number, according to the latest official statistics, of 2,940, namely, 28 in Copenhagen, 132 in the towns of Denmark, and 2,780 in the rural districts; with 231,940 pupils in all, or 123 per thousand of population.

—Among the scholars, when Lamb and Coleridge attended school, was a poor clergyman's son of the name of Simon Jennings. On account of his dismal and gloomy nature his playmates had nicknamed him Pontius Pilate. One morning he went up to the master, Dr. Boyer, and said, in his usual whimpering manner: "Please, doctor, the boys call me Pontius Pilate." If there was one thing which Dr. Boyer hated more than a false quantity in Greek and Latin, it was the practice of nicknaming. Rushing down among the scholars from his pedestal of state, with cane in hand, he cried, with his usual voice of thunder: "Listen, boys; the next time I hear any of you say 'Pontius Pilate,' I'll cane you as long as this cane will last! You are to say 'Simon Jennings,' and not 'Pontius Pilate.' Remember that, if you value your hides." Next day the same class were reciting the Catechism, when a boy, of remarkably dull and literal turn of mind, had to repeat the creed. He had got as far as "suffered under," and was about popping out the next word, when the doctor's prohibition unluckily flashed upon his obtuse mind. After a moment's hesitation he blurted out, "Suffered under Simon Jennings, was —." The next sentence was never uttered, for Dr. Boyer had already sprung like a tiger upon him, and the cane was descending upon his unfortunate shoulders. When the irate doctor had discharged his cane storm upon him, he said: "What do you mean, you booby, by such blasphemy?" "I only did as you told me," replied the simple-minded youth. "Did as I told you?" roared the doctor, now wound up to some-

thing above boiling-point. "What do you mean?" As he said this, he instinctively grasped the cane more furiously. "Yes, doctor; you said we were always to call Pontius Pilate, Simon Jennings. Didn't he, Sam?" appealed the unfortunate culprit to Coleridge, who was next to him. Sam said naught, but the doctor, who saw what a dunce he had to deal with, cried: "Boy, you are a fool! Where are your brains?" Poor Doctor Boyer for a second time was "floored," for the scholar said, with an earnestness which proved its truth, but to the intense horror of the learned potentate: "In my stomach, sir." The doctor always respected that boy's stupidity after that, as though half afraid that a stray blow might be unpleasant.

—President Eliot of Harvard devotes his critical faculties to a condemnation of the Readers in use in Massachusetts grammar schools, as well as elsewhere throughout the country. "I have read an enormous quantity of them, and I can express the conviction that it would be for the advantage of the whole public school system of the United States, if every Reader were hereafter to be absolutely excluded from the schools." We wonder what Principal Eliot would say of the Readers here in use in the province of Quebec, were he by chance to inspect them.

—The following are the gifts to Princeton College for the year: A gift from Professor Henry F. Osborn of a new athletic club house. A gift of \$250,000, from Mrs. Charles B. Alexander, of New York city, for the construction of a new alumni hall. A gift of \$10,000—\$5,000 from a gentleman in New York and \$5,000 from the class of 1876—for the construction of a hospital to be named in honor of the wife of Princeton's ex-president, Mrs. Isabelle McCosh. \$10,000 gift of an unknown lady, for scholarships. \$10,000 to be used as an endowment fund for lectures on general subjects, and \$100,000 which comes to Princeton College from the Fayerweather estate. The total value of the gifts to Princeton College for the year amounts to \$380,000.

—A very interesting census has just been taken of the Indian students at Oxford. The group includes seventeen persons, in many respects representing the most highly educated classes of their fellow countrymen. Of the seventeen nine are Hindoos, comprising representatives of both the Mahratta and the Bengalee Brahmims; three are Mahometans, four are Christians (one of them being a lady, and two of Eurasian or Portuguese descent), and one is a Parsee. Their ages vary from nineteen to thirty-one, and of the whole seventeen only two are married, while a third is a widower.

—It is reported that Boston has \$49,000 worth of pianos in

its schools; this means at least 200 pianos. And yet Boston finds her pianos a profitable investment. What a benefit it would be to the world at large if every school had a musical instrument as a part of its possessions! Germany, with her violin in the schoolmaster's hands, comes nearest to the ideal in this respect. There a knowledge of music both in theory and execution is made a part of the teacher's necessary qualifications for his profession. It would be better were that the case in our own country. School would not only be a more agreeable place, but also one that would be more profitable to the pupils and to the public.

—"The school in the future will be free from top to bottom," so says a German paper. "Neither in form nor in fact will it be the privilege or possession of the rich: for the State must rest upon the truth that virtue and usefulness, wherever found, are to be sought out and developed. Free instruction alone will not suffice to accomplish this. If the poverty of parents is not to be permitted to narrow, as it now does so often, the future opportunities of a child, the State must stand ready to care for him up to that time when he is able to pass an intelligent judgment upon his own prospects and provide for his own support. Up to such a time, perhaps then to the seventeenth year of life, the State must make proper provision for the sustenance and care of every child whose parents are too poor to provide either for his material or intellectual care. The question as to the parents' poverty could readily be determined by reference to the assessments made for the purposes of taxation. When this comes to pass there will be a real aristocracy of the educated. One can readily see that then the German people will exercise a material and intellectual influence in the world, to which that gained mainly by force of arms will be scarcely comparable."

—The fallacy of the influence of the moon on the weather is nothing to this, which is to be found taken notice of in Dr. Klemm's "European Schools," and our teachers had better look into the matter. In his description of a separate school for dullards at Elberfeld-Barmen he says: "One of the teachers stated that the day was an unlucky day, because the pupils were more than any other people, under the influence of the moon, and the moon had just begun its first quarter. I had too often noticed this cause of disturbance in my own schools to smile incredulously. As long as I had schools to supervise I nerved myself particularly at the time of the moon's first quarter, for invariably at that time pupils were referred to me for correction. The teachers seemed to me to be more irritable, and

the youngsters more perverse, than at other times." Is this moonshine? The editor of the *Journal of Education*, England, does not seem to think so, for this is what he says about it: "It happened to the writer that at the time of reading these words the moon was entering its first quarter, and that an only child, ten years of age, was just then, without any assignable cause, much more perverse and wilful than usual. This suggested the question whether the experience enshrined in the word *lunatic* was after all an idle superstition. It would be interesting to know whether, and to what extent, other observations concur with Dr. Klemm's; and still more interesting to trace the causes of the fact, if it be a fact."

Literature, Historical Notes, etc.

The fall of Louisbourg was the last throe in the struggle which gave birth to New Scotland. And contemporaneous history shows what a terrible time it was all over the world, when the first efforts were being put forth by the French to make something permanent out of Acadia. Perhaps there is no period in the history of modern times so full of historical phenomena as the first half of the seventeenth century—the epoch in which the pioneers of New France were beginning their severe task of laying the foundations of a new principality in the West. For instance, in England there was to be witnessed the great contest between liberty and prerogative, ending with a scene the like of which Englishmen had never before been called to look upon, nor ever will again—the execution of their king on the public scaffold. In France, the assassination of Henry IV. by the fanatic Ravallac—a crime which made the blood curdle when we saw it repeated at our neighbor's door by the wretched Guiteau—opened the way for Richelieu's ambition and the terrible wars it excited. In Germany, the "thirty years' war," in ruining the trade of the country, and in crushing the people under a burden of taxation, crippled the already debilitated power of the emperor and cut up the empire into a multitude of petty States. And so it was also in other countries. Spain was in an unsettled state from the cruel eccentricities of Philip II.; Sweden was all excitement, under the brave Adolphus, who had need of all his bravery in checking the simultaneous aggressions of three powerful States; Russia was convulsed by the murder of the Czar, the appearance of several pretenders to the throne, and the horrible outrages of the invading Tartars; Poland was overwhelmed by the united attack of

six of her most dangerous enemies, and saw her King forced to flee to a neighboring State for protection ; and even little Denmark, who did not dare to call her mind her own in the midst of such turmoil all over Europe, was violently disturbed by the unseemly strife between her nobles and the common people. But this is not all. The commotion did not confine itself to the quarrels of kings and nations, and the ambitious cruelties of men. The whole earth seemed to be convulsed in some strange manner, as if nature had joined in the turmoil, or as if Providence was violently regulating at this period, more than any other, the affairs of the world. Hardly a country escaped the various plagues, which continued, for a time, to decimate the people. Fierce tempests swept over England, swelling the sea up upon the land, with such destruction to life and property, that men began to think of the times as an approach towards a final dissolution of all things. Some of the phenomena can only be explained by reference to the superstition and ignorance of the period. There were immense conflagrations in the towns and in the forests ; marvellous appearances filled the heavens ; one day the sun hid its face, when neither earth nor moon was the cause of the eclipse ; and again, it appeared, accompanied by two twinlike suns, haloed by no less than three rainbows ; the prodigious apparition of an armed host was seen in the sky, earthquakes shook to their foundations some of the towns in England and Scotland, and strange noises were heard rumbling through the air, as of armies on the march. Altogether it was the strangest of times. There seemed to be nothing but wars and rumors of wars, commotion in heaven and earth. With the cold shiver of superstition running through us, as we study the appearances and counter-appearances which are reported to have been observed, can we wonder why it was that Acadia had such troublous times in her infancy. The cruelties of the New Englanders, in their exterminating attacks upon the Acadian settlements, and the still more cruel reprisals by the Indians on the New Englanders, only make up a chapter of violence, which was to be read at the time in every other part of the world. What we may wonder at is, how the country ever developed to the point to which the French farmers brought it. Farming and fighting, the plough and the musket, the hoe and the sword, were all the time playing the old antagonistic game, with the odds in favor of the latter, and when we read the whole story of the contest, and look at the impress which the French really left upon the Maritime Provinces, we cannot but praise that industry, patience and

long suffering patriotism which characterized the Acadians, and which, as need hardly be said, characterize all their descendants in these Provinces. Still speaking and thinking in their native *patois*, they hold aloof from the blending of the races going on in their vicinity. But they are not the less loyal to provincial interests, though they still love to talk of the patriotic exploits of their forefathers, in the very districts of the country which Providence seems from the first to have selected for them as peaceful retreats. Sometimes they hold a public festival or national gathering, when their French blood is again warmed, under the influence of French oratory and the enthusiasm of their leaders.

Practical Hints and Examination Papers.

—Here follows an anecdote regarding a recent examination in class subjects in a rural district :—Subject : *Geography*—Class reads : “The new world was discovered by Columbus.” H. M. Inspector.—“What do you understand by that?” (No answer.) H. M. Inspector.—“What do you mean by discovered?” (No answer.) H. M. Inspector.—“Well, what do you mean by the new world?” After long pause, small boy answers—“Heaven.” H. M. Inspector.—“H’m, Yes. Very well. Who discovered it?” All hands up, and answer, “Columbus”!

—Friday Afternoon Exercises should be not only entertaining but as profitable and educative as they can be made. They may have as great value as any other part of school work, but it will require considerable forethought on the part of the teacher to make them so. By using tact and skill the teachers may plan exercises to which the pupils will look forward with delight. However, we are aware that this is much easier said than done. If the work consists too largely of declamations and readings the exercises will soon become monotonous. Variety is the spice of life in this work. A portion of the exercises each week may with profit be devoted to the reading of articles on Current Topics as found in the World’s Doings Department of *Intelligence*, with informal discussions, questionings and talks on the same. An intelligent conversation on Current Events, properly conducted, will be the means of great good in several directions not necessary here to point out. Plenty of singing will always be in order. At least one exercise each month should be an Author Day Programme, such as may be found in *Intelligence*. No afternoon should be given up wholly to recitations and declamations; but intersperse them with such exercises as the one suggested on Current Events; and have geographical stories and descriptions, and biographies that if possible have some bearing on the regular work in geography and history. Brief arithmetical, grammatical, historical and spelling exercises also should be introduced, but such exercises will require previous preparation on the part of the teacher. Let every Friday afternoon

be made bright with thoughts and subjects new, fresh, and vital, and it will prove an inspiration to teacher and pupils.

—Certainly, we ought, in all cases, make the meetings of the county or district institute, an occasion for interesting *the people* in the school work. Popular lectures on educational topics for the evening meetings, with special and splendid music, such as the teachers can give. A sort of a popular revival work should be inaugurated—this was the method adopted by Horace Mann in Massachusetts, by Hon. Henry Barnard in Connecticut, by Nickerhain in Pennsylvania, and others in Ohio and Illinois. Get out the people—avoid the dry details of business, but have one or two strong, popular lectures each evening.

—There was once a student who swept every thing before him by the sheer effort of memory. An oration of Daniel Webster's had just come out: he was lying on a lounge and his room-mate was reading it aloud. His room-mate suddenly stopped, and exclaimed. "You are asleep, I shan't read another word to you." "I'll show you," he retorted, "whether I was asleep," and forthwith he began and repeated every line in order as he had heard it from the beginning. "I believe," said a student "a more wonderful memory has not been known in our day unless Lord Macaulay furnishes an exception, but, strange to say, this wonderful college man was not afterwards heard from as having made any mark in life."

—Pupils who have a tendency to *slur* should be made to read many times sentences similar to the following:

She has lost her ear-ring.—She has lost her hearing.

He lives in a nice house.—He lives in an ice house.

Let all men bend low.—Let tall men bend low.

He saw two beggars steal.—He sought to beg or steal.

This hand is clean.—This sand is clean.

He would pay nobody.—He would pain nobody.

That lasts till night.—That last still night.

—The *wise* man is wanted, with clearness of vision, with greatness of soul bearing aloft the flaming torch of intelligence and patriotism. Let us in our schools cultivate wisdom, integrity and character rather than per cents. Methods of how to live regally Christianly rather than methods of sharpness and smartness.

—Goodness is greatness rather than smartness. Whoso studies to live wisely and honestly, is entitled to reverence—but whoso studies to be only "smart," miscalculates, and is doomed to disappointment in the end. Wisdom, integrity, patriotism: these are vital and eternal.

—Those teachers who have undertaken with enthusiasm to give the daily lesson in Morals and Manners, may find some assistance from the following outlines of lessons:

[MORALS AND MANNERS—OUTLINES OF LESSONS.—*E. E. White.*]

Cleanliness and neatness—In body, hands, nails, hair, etc.; in clothing, shoes, etc.; with books, slates, desks, etc.

Politeness—At school ; at home ; on the street.

Gentleness—In speech ; in manners.

Kindness to others—To parents ; to the aged and infirm ; to the unfortunate and erring ; to enemies ;—the golden rule.

Kindness to animals—To those that serve us ; to those that do not harm us—the killing of birds ; the killing of those that do us harm ; cruelty to any animal is wrong.

Love—For parents ; for friends ; for one's neighbor ; for enemies.

Respect and reverence—For parents ; for the aged ; for those in authority.

Obedience—To parents ; to teachers ; to those in authority ; to conscience ; to God.

Gratitude and thankfulness—To parents ; to all benefactors ; to God.

Truthfulness—In thought, word and act ; deceit and falsehood ; keeping one's word.

Courage—True and false ; daring to do right ; courage in duty.

Honesty—In word and deed ; in little things ; dishonesty. "Honesty is the best policy."

Honor—One's parents ; one's friends ; one's self ; home and country.

Good name—When young ; keeping it ; reputation and character ; keeping good company.

Self-control—Control of temper ; anger, when right ; wrong desires.

Confession of wrong—When manly and noble ; denial of faults. "The denial of a fault doubles it."

Forgiveness—Of those who have injured us ; of enemies.

Good manners—At your home ; in school ; in company ; in public places.

Industry—Labor a duty and privilege ; right use of time ; self-reliance.

Economy, savings—Competency depends on economy—"Saving in early life means competency and comfort in old age ;" a duty to save a part of one's earnings—"To lay up for a rainy day ;" a spendthrift—"A spendthrift in youth, a poor man in old age ;" a miser—the hoarding of money needed for comfort or charity—"no man liveth unto himself ;" savings bank.

Health—Our duty to preserve our health ; habits that impair health foolish and selfish ; the sowing of "wild oats"—"What a man sows, that shall he reap ;" pain a warning ; the body never forgets or forgives.

Evil speaking—Slander ; tale-bearing ; faults of others—charity ; kind words.

Bad language—Profanity, foolish and wicked ; slang, vulgar and impolite ; obscene language.

Evil habits—That destroy health ; that destroy reputation ; that waste money ; that dishonor one's self and family ; that take away self-control ; that are offensive to others.

Temptation—Tempting others ; resisting temptation.

Civil duties—Love of country ; love of the flag ; respect of rules ; obedience to law ; fidelity in office—bribery ; oaths—perjury ; the ballot—buying or selling votes ; dignity and honor of citizenship.

Correspondence, etc.

J. M. S.—*Can you furnish me with the name of the book which will give me a critical account of Mary, Queen of Scots? Also, name some books that will serve me as a guide in making a collection of flowers and insects for a school museum.* I would advise you to obtain from some lending library Tytler's History of Scotland. The article by Swinburne in the Encyclopædia Britannica, though severe, is an excellent one, from which an estimate of the events of the period in which the unfortunate Mary lived can be made. You cannot have a better little flora than that at the end of Gray's "How Plants Grow." The best book on insects for your purpose is Hyatt's *Insecta*, published by Messrs. D. C. Heath & Co., Boston. Any of the Montreal booksellers will procure these books for you.

TEACHER.—*Where can I obtain a book on physical exercises?* Houghton's "Physical Culture" is a very good book for the guidance of the teacher ; and yet the exercises that are the most likely to be successful are those which the teacher has perhaps invented for himself. Physical Training in our schools is still at its inception, and any experimenting teacher is as likely to find something new in plans still to be developed by trial as the most matured educationist.

A. B.—*What is the proper temperature at which the school-room should be kept?* Regulation says "that the heating apparatus shall be so placed as to give a uniform temperature of 65°, determined by a thermometer, during school hours." The teacher should see that there is a thermometer provided. In the new Academy at Granby the thermometer is attached to the clock in each room—an excellent idea, for the pupils can thus tell for themselves whether the temperature is too high or too low.

DEAR MR. EDITOR,—We have had of late many suggestions in regard to the making of relief maps. Some teachers have tried plaster of Paris models, and one of my first attempts was with common clay. A gentleman once showed me an excellent raised map made with salt moulded when moist, and afterwards dried hard before the fire. The following, I think, will do as well as any, if the teacher has only patience to try it. The advice has been given in a paper, from which I send you the clipping.

Yours truly,

M. THOMSON.

Of late years I have been using paper pulp. I hardly venture to call it *papier mâché*, since I make it myself, and scarcely try to get it into so minute a state of division as that name would imply. I take

the most ordinary brown or grey wrapping paper. It must be a poor paper; that is to say, it must have an open texture and be absolutely free from all gloss. This paper is then torn into pieces about two or three inches square, put into a bucket, and boiling water poured over it. It is well to put plenty of water over it; any excess can be readily disposed of afterwards. This can then be stood aside for some time, preferably over night. The next day the water must be poured off, and fresh water, as warm as the hand can stand, poured over the paper, which by this time should be quite soft. The paper must now be thoroughly torn and kneaded with the fingers until it becomes a uniformly pasty mass. It is then ready for use.

The pupils should have been previously taught to mould the continent in sand, so that by this time they are thoroughly familiar with its relief. Each pupil can take a lump of pulp a little larger than his fist, and, following the teacher, should mould the continent on a piece of board. This amount of paper will make a continent like North America about ten inches long. The map must then be set aside, lying flat, in a warm, dry place for a day or two, when it will have firmly set. It can now be detached from the board with a long, flat-bladed knife, or, if it is desired, it may remain on the board, to which it will firmly adhere.

If desired, the map may be colored to indicate the relief. If this is done it should, however, be painted with different shades of the same color, such as green or brown, darker on the lowlands, and shading gradually into the lighter in the plateaus and lower mountains, and even into white on the mountain peaks. But sudden transitions from dark to light must be avoided. It is already too difficult to make pupils understand the gradual, almost imperceptible change from lowland to plateau, and such coloring would but increase the difficulty.

These maps, when completed, are light and durable, and withal very neat.—S. C. Schmucker, in *Educational Monthly*.

Books Received and Reviewed.

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

The American School Board Journal, which enters upon its second volume this year, is beautifully illustrated this month with the photographs of prominent school officials. *Intelligence* has always an excellent department devoted to current events, which teachers cannot but appreciate. *The Standard*, published in New York, also gives the news items a teacher requires for his classes on current events.

MACMILLAN'S COURSE OF GERMAN COMPOSITION.—Under this title has been issued the *First Course*, by G. Eugène Fasnacht, formerly of Westminster School. This book is framed on the author's idea of parallel German-English Extracts and parallel English-German Syntax. While explaining this plan, the author says, "It is only by

immersing himself headlong, as it were, in the extraneous atmosphere, that the student can nerve himself for the struggle of learning to make use of a foreign language; and for this process of immersion to yield its full benefits it is necessary that the readings in the foreign language should bear upon topics akin to the subject-matter of the composition." John Stuart Blackie has recommended the same thing, and we have published his advice already. In the Syntax part of this book there is also a change to be found over other Readers: in a word, the ordinary process followed in the ordinary run of grammars has been reversed by Mr. Fasnecht, and we are sure his plan will meet the approval of teachers who are not unwilling to move out of the old rut of having pupils of a foreign language start from the foreigner's standpoint, and not from the English. We heartily recommend the book.

KINDERGARTEN STORIES AND MORNING TALKS, written and compiled by Miss Sara E. Wiltse, and published by the Messrs. Ginn & Co., Boston.—This book has all the suggestions an elementary teacher may want for a year in the art of story-telling. With such a little book as this for a guide, the teacher of the country school can introduce at least one of the kindergarten principles in her routine work of teaching reading, writing and arithmetic.

HEATH'S MODERN LANGUAGE SERIES has added another Reader to its list. This time it is Prosper Mérimée's *Colomba*, issued with introduction and notes by Dr. J. A. Fontaine, of the University of Mississippi. The publishers are the Messrs. D. C. Heath and Company, Boston, U.S. The selection is an excellent one, Mérimée ranking among the best French writers of this century, while the manner in which Dr. Fontaine has prepared the work for the press is worthy of the highest commendation.

LESSONS FOR A FIRST YEAR IN ENGLISH GRAMMAR, by Miss Jessie M. Anderson, of Washington, and published by John B. Alden, New York.—This is a book prepared by an experimenting teacher. After dedicating it to her little brother, who, she says, first taught her how to teach children grammar, Miss Anderson says, "My classes of little girls have understood and loved the study by the help of these pages: this is my apology for offering them to the public." The teacher who sends for the little volume will pick up many a valuable hint from it.

THE ESSENTIAL USES OF THE MOODS IN GREEK AND LATIN, set forth in parallel arrangement by Robert P. Keep, and published by the Messrs. Ginn & Co., Boston.—This is a revised edition of a pamphlet issued in 1879. Most of classical masters have tried to do what Mr. Keep has done, but perhaps with less success. It forms an invaluable guide to the teacher of classics.

PRINCIPLES OF THE ALGEBRA OF LOGIC, with Examples by Dr. Macfarlane, of the Royal Society of Edinburgh, and published by David Douglas, Edinburgh. The leaders of education are beginning to recognize the value of mathematics in logic under the tutelage of De Morgan and Jevons, and as a treatise on the science of formal reason-

ing the book before us has received careful examination at the hands of collegiate professors. The origin of the treatise was a paper read before the Royal Society of Edinburgh.

NOTES ON ENGLISH LITERATURE, by Professor Fred Parker Emery, of the Massachusetts Institute of Technology, and published by the Messrs. Ginn & Co.—This volume also represents the labor of an experienced teacher, the book having been originally written for the use of Mr. Emery's students. The aim of the work is to indicate to the student what is best worth his time to read and study, and yet many a student preparing for an examination will be only too glad to have it as a guide. Along with the ordinary text-book on Literature, such as Spaulding's or Collier's, the above hand-book will prove an excellent helpmate. The author's introduction contains sound advice to the student who is just entering upon the study of the works of the great English writers.

XENOPHON'S ANABASIS, BOOK III., edited for the use of schools, with Notes, Introductions, Vocabulary, Illustrations and Maps, by the Rev. G. H. Nall, M.A., of Westminster School, and late of Queen's College, Oxford.—The book is one of the series of Macmillan's Elementary Classics, than which there is nothing neater in the market.

QUEBEC, ANCIENT AND MODERN, by E. T. D. Chambers, Editor of the *Quebec Chronicle*, and City Councillor.—This professes to be an illustrated guide-book for the city of Quebec, but it is very much more than a guide-book, giving, as it does, in every page evidence of careful research and high literary ability. Mr. Chambers is a writer of increasing fame in the Dominion, his articles in the *Week* having placed him in the front rank of our *litterateurs*, and there is every evidence in the neat little volume before us that he has on hand material out of which he may eventually issue a larger work on the ancient capital.

THE PHILOSOPHY OF AMERICAN LITERATURE, by Greenough White, M.A., and published by the Messrs. Ginn & Co.—Mr. White has written a book, which every thoughtful student of American Literature will thoroughly enjoy, though we doubt very much if he has established his thesis, namely, the independent and organic development of the literature or literatures of the New World. The book is more likely to be accepted as a strong plea in favor of examining the close relationship between the literature of any country and its history, when the study of a literature is undertaken by a careful student. The admirer of the literary works of the writers of the United States will none the less thank Mr. White for his book.

RIDER PAPERS ON EUCLID, BOOKS I. AND II., arranged by Rupert Deakin, M.A., of Baliol College, Oxford, and published by Messrs. Macmillan & Co., London, England.—We have often heard our teachers ask for a series of well-graded exercises or deductions, and this is really the best collection we have seen; we willingly recommend it to our head-masters.

Official Department.

THE PROTESTANT CENTRAL BOARD OF EXAMINERS.

List of Candidates who obtained diplomas in July, 1891, arranged in alphabetical order.

(NOTE.—Model School Candidates marked with a star have passed in *Latin*. Elementary Candidates marked with a star have passed in *French, Algebra and Geometry*.)

SECOND CLASS ACADEMY DIPLOMAS.

Elliot, Adam John. Solandt, Donald McKillop.
Robson, Amanda.

FIRST CLASS MODEL SCHOOL DIPLOMAS.

(Granted without examination to Candidates holding Second Class Model School Diplomas on the ground of success in teaching.)

Kerr, Mary M. Loynachan, Janet.

SECOND CLASS MODEL SCHOOL DIPLOMAS. (47.)

Armstrong, Mary Elizabeth.	Lewis, Marion Eunice.
Arnold, Matilda Ann.	*Lawrence, Viola Velma.
*Armstrong, Katie.	Le Roy, Osmond Edgar.
Brims, Mary.	Mooney, Cora D.
Brown, Mary Christina.	*Moore, Mary Frances French.
Brown, Elizabeth Simpson.	McCoy, Annie Gardner.
Broderick, Euphemia Margaret.	*McNaughton, Barbara Gardner.
*Crack, Jessie Margaret.	McKechnie, Grace Louise.
*Chalmers, Louisa H.	*McLeod, Maggie Ann.
Cutter, Grace S.	*McHarg, David.
Collins, James Edgar.	McCaskill, Lillie Ann.
*Cairns, Abigail Jane.	*McGregor, Mary V.
Edwards, Luna Estella.	McEwen, Kate.
*Fuller, George D.	Nolan, Susie Ellen.
*Fraser, Margaret Ethel Victoria.	*Pearce, Jennie M.
Gilmore, Agnes Catherine May.	*Planche, Frederic Arthur.
*Grady, Gardiner.	Stowell, Isabella.
Gillanders, Walter.	Stewart, Elizabeth Reid.
*Griggs, Alice Jephson.	Sutherland, Jessie.
Hamilton, Barbara Jeannetta.	Shelters, Edith.
*Hodgins, Richard Ralph.	*Sulley, Nellie Genevieve.
Ives, Charles Kingsbury.	*Symmes, T. J.
*Johnson, Mary Gertude.	*Wood, Elizabeth Outhwaite.
Lord, Minnie Cross.	

FIRST CLASS ELEMENTARY DIPLOMAS.

(Granted without examination to Teachers holding Second Class Diplomas on the ground of success in teaching.)

Armitage, Minnie L.	Martin, Rebecca.
Aikin, Orlando E.	Miller, Lila J.
Bennet, Helena M.	O'Bryan, Amelia E.
Bottom, Clara A. J.	Rix, Emma.
Cook, Mrs. A. J.	Scott, Annie.
Foss, Ella.	Smith, Christina.
Marsh, Eloise.	Wilson, Sarah J.

SECOND CLASS ELEMENTARY DIPLOMAS. (130.)

*Armstrong, Jennie.	Frye, Carrie.
Almond, Margaret Jane.	Fuller, Maud Elizabeth.
Arnold, John Porteous.	Goddard, Mabel C.
Barber, Eunice Odell.	*Gilkes, Robert H. M.
Bailey, Susan Maria.	Greenlief, Hattie.
Bailey, Flora Mirriam.	Hawley, Anna Asenath.
Barton, Walter.	Hanright, Clara Maria.
*Beach, Hattie M.	Hauey, Mary.
*Bennet, Mary Charlotte.	Harbour, Sybil C. B.
Bissell, Hattie M.	Hilleker, Cora Inez.
Black, Mary Isabella.	Hilsden, Mary McD.
Brand, Mary Margaret.	Hodgins, Joseph H.
Brock, Charles E.	*Holmes, Matilda.
Bradford, Maggie.	Howard, Theresa E.
*Bolam, Alice Mariah.	Humphrey, Jessie F.
Bullock, Annie M.	Hunter, Hattie.
*Burnett, Myrtie May.	*Hutchins, Hannah Jennie.
Campbell, Mary.	*Ingalls, Roxie Ann.
Cass, Roxana.	Internoscia, Olympia.
Carter, Florence Amelia.	Johnson, Helen.
Chapman, Janet.	Johnston, Henrietta Mary.
Clark, Ruth A.	Johnston, Annie Hannah.
Cook, Annie Emily.	Lawrence, Myrtie.
*Creswell, Malinda V. F.	*Leeekin, Elizabeth.
*Currie, Maggie Ellen.	Lyster, Lily A.
Derby, Agnes Ellen.	*Mahaffey, Alice J.
Derock, Florence Ethel.	*Mathews, Emma.
Dobbie, Aggie.	*Melrose, Elizabeth Cuthbertson
Doherty, Amelia J.	*Millar, Carrie Bertha.
Ewing, Mary.	Morrison, Janet Grey.
Ferris, Mary J.	Morrison, Catherine.
*Fraser, Wilhelmina.	McGill, Clara B.

SECOND ELEMENTARY.

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|----------------------------------|------------------------------|
| *McAleer, Annie Elizabeth. | Smiley, Susan M. |
| McJanet, Angelina Agnes. | *Smith, Estella D. |
| *McFadden, Jane Elizabeth. | *Smith, Jemima J. |
| McCuaig, Mary Ann. | Smith, Dora F. |
| McKinnon, Mary, | *Solomon, Marion Amelia. |
| MacGregor, Peter C. J. | *Smith, Frederick Ernest. |
| McMartin, Eugenie. | *Stinchour, Norman Perley. |
| *McLeod, Annie. | Sullivan, Margaret C. |
| McKillop, Annie. | Sullivan, Isabella. |
| McRae, Robert Henry. | Snyder, Alma M. |
| McQuat, Phœbe A. M. | *Solandt, Jane Lydia. |
| Neill, Joseph Kennedy. | Surtees, Lizzie J. |
| *Nugent, Elizabeth Cowan. | *Swail, Margaret J. C. |
| Oakes, Annie R. P. | *Taylor, Alice Maude. |
| Ogden, Alma Edna Eugenia. | Thompson, Frederick William. |
| Parker, Irene R. E. | Vail, Ella E. |
| Patterson, Wm Edwin. | Vaughan, Daisy Diana. |
| Patterson, Elizabeth P. F. | *Wallace, Janet. |
| Pollock, Margaret Jane. | Watson, Ellen E. |
| *Pettes, Clara E. | *Woodside, Mina Mary. |
| *Pringle, Marion Christina. | Whelen, Mary Alice. |
| *Paisley, Helen. | White, Ella. |
| Ray, Dora Hetty. | Weyland, Maud Regina. |
| *Rathwell, Catherine. | Westover, Rosa Nell. |
| *Ramier, Mary Cecelia. | Wilson, Jennie. |
| Reid, Bertha Louisa. | Westover, Eliza A. |
| *Rogers, Hannah Ann. | Wilson, Hattie L. |
| *Ruddock, Elizabeth Sarah. | *Watson, E. Jane A. |
| Seale, Elizabeth Ann. | *Webb, Minnie Euphemia. |
| Sanborn, Lillian Jane St. Clair. | Wilson, Elizabeth Lily. |
| Selby, Alice Lee. | Yates, Clara. |
| Shaw, Margaret Jane. | Young, Janet. |
| Small, Annie Elizabeth. | *Young, Cordelia Maude. |

THIRD CLASS ELEMENTARY DIPLOMAS. (49.)

(These candidates will be entitled to Second Class Elementary Diplomas, upon passing a satisfactory examination in two subjects in July, 1892.)

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|-------------------------|--------------------------|
| Baxter, Laura Irene. | Duffey, Irena Rachel. |
| Blake, Nellie G. | Dumvill, Martha. |
| Cochrane, Marion Lotta. | Davis, Isadore H. |
| Carey, Mary Jane. | Fairservice, Mary Janet. |
| Coombe, Annie Matilda. | Forrest, Olive Elvira. |

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| Farrel, Emily C. | McKinnon, Jennie Crawford. |
| Fowler, Anna Catherine. | McCullough, Elizabeth. |
| Gilchrist, Jane Isabell. | McKenzie, Robina. |
| Hawley, Helena G. | McKenzie, Maggie D. |
| Hovey, Mrs. Lois. | *McHardy, Annie. |
| Hall, Susan Jane. | MacFarlane, Jennie. |
| Halpenny, Martha. | McLean, Norman. |
| Hamilton, Hugh Edward. | Needham, Mrs. Frances Margery. |
| Harbison, Maggie. | Neville, Annie M. |
| Hovey, Maud E. | Orton, Samuel John. |
| Irwin, Margaret Elizabeth. | Pattison, Janet McCredie. |
| Johnson, Ethelind Isabella. | *Richardson, Edith. |
| Jamieson, Agnes Ann. | Reynolds, Anna Martha. |
| Kathan, Lucia Pollie. | *Salls, Amy. |
| Lyster, Mary Eusebia. | *Smith, Alice M. |
| Little, Bertha Agnes. | Thacker, Elizabeth E. |
| Morrison, Ida Georgina. | Thompson, Margaret. |
| Murray, David Livingstone. | Towle, May A. |
| Magee, Sophia. | Vernier, Evodie Lydie. |
| *McMillan, Annie Maria. | |

THIRD CLASS ELEMENTARY DIPLOMAS.

(Valid for one year only.)

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|--------------------------|--------------------------|
| Armstrong, Sophie. | Farnam, Bertha. |
| Barber, Martha. | Harvey, Minnie. |
| Bullock, Carrie Ella. | Howie, Wm R. |
| Chute, Carrie Marion. | Lenfesty, Sarah Jane. |
| Cameron, Gertrude Irene. | Miller, Martha. |
| Catton, Elizabeth. | Pellerin, Phylinda |
| Davidson, Alice V. | Ross, Ida Mary. |
| Devenny, Lois Lucretia. | Robinson, Barbara Alice. |

GENERAL SUMMARY OF RESULTS.

<i>Candidates.</i>	<i>Diplomas Granted.</i>
Men..... 33	Failures..... 24
Women.....260	Elem. to M. S. Candidates... 24
For Optional Subjects..... 3	M. S. to Academy Candidates. 3
For Supplementals..... 34	3rd Elementary..... 16
For 2nd Elementary.....157	3rd Elem. with Supplemental. 49
For 1st Elementary..... 14	2nd Elementary.....130
For 2nd Model School..... 75	1st Elementary..... 14
For 1st Model School..... 2	2nd Model School..... 47
For 2nd Academy..... 8	1st Model School..... 2
Total No. of Candidates....*293	2nd Academy..... 3
	Total.....261

*These Candidates for optional subjects received no diplomas. Five cases reserved for consideration.

NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, under d 12th May 1891, to appoint a school commissioner for the municipal of Glande Arbour, Co. Gaspe.

16th May.—To appoint a school commissioner for municipality of Marie, Co. Beauce.

22nd May.—To change the name of the school municipality of Chater West, Co. Arthabaska, into St. Paul de Chestes, with the same limits as heretofore.

12th June.—To modify the Order in Council of the 12th March 1891, erecting the school municipality of the Village of St. Andrews, Co. Argenteuil, by omitting the words for the Protestants only.

—To erect a school municipality under the name of "Pointe du Lac No 2," Co. St. Maurice.

16th June.—To change the limits of the school municipality of St. Léon of Stanbridge, Co. Dorchester.

17th June.—To detach the parish of Ste. Cecile de Whitton from the school municipality of the township of Whitton, Co. Compton and to erect it into a school municipality with the same limits which are assigned to it by proclamation dated 5th February 1891. This erection will affect the Roman Catholic ratepayers only.

19th June.—To re-appoint the Venerable Archdeacon Evans of Montreal a member of the Protestant Board of School Commissioners for the City of Montreal.

16th June.—To change the limits of the school municipality of Beresford, Co. Terrebonne.

27th June.—To appoint the Hon. John Hearn a member of the Roman Catholic Board of School Commissioners for the City of Quebec.

—To erect a new school municipality under the name of St. James of Clarenceville, Co. Missisquoi, also to erect the parish of Ste. Susanne de Boundary Line into a school municipality. The Roman Catholic ratepayers only are affected by these changes.

6th July.—To change the limits of the school municipality of St. Patrick of Rawdon, Co. Montcalm, to take effect 1st July, 1892. (1669).