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THE
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VOL. XIX.

Articles : Original and Selected.

VIVID CONCEPTIONS.

By DR. S. P. ROBINS.

It is well known to every successful teacher that whatever has attracted the attention of the child through the eye is long remembered and is easily recalled by the aid of associations established at the time. It is also known that, next to objects submitted to examination, vivid conceptions aroused by picturesque language impress themselves deeply and recur frequently. The following illustration of these facts is drawn from recent teaching :

In a class of about sixty teachers-in-training, the subject of memory was under discussion, and at the moment the difficulty of remembering in order any series of unrelated things and various devices that have been suggested for overcoming the difficulty were considered, ten members of the class were asked each in succession to name something in the room, and as each article was named, the teacher made some remark, pointedly calling attention to its number in the series.

The exercise ran thus: the remarks of the teacher and his action being indicated briefly as follows: Ink-bottle;

yes, this is number one, and, suiting the action to the word, we will put one pen to stand up in it. Book; taking it up and holding it by the covers, see the two red covers. Crayon; three, and it was broken into three pieces before the eyes of the pupils. Black-board; it is built up of four slate slabs. Chair; five, there are five rails in the back. As a matter of fact there were six rails in the back, but the contrast between reality and assertion strongly drew attention to the number in question, five. Desk; it has six drawers, three on each side. In this case there were not six drawers, but as the pupils could not see the drawers they accepted and mentally visualized the statement. A map; this cost seven dollars, which was twice as much as it should have cost, for very good maps may be bought at three dollars and a half each. Waste paper basket; it contains eight rejected exercises. Pointer; measuring it, it is four feet six inches long, nine times six inches. Bible; this one was given as a birthday present to a boy ten years old. Here it was evident that the class had caught the idea, and had begun to form their own associations; for subsequent examination showed that some of them remembered the bible as the tenth article in the series, because it contained the ten commandments.

After a little further talk the matter was dismissed and was not referred to again for several weeks. But, unexpectedly, after an interval of some months, the class was furnished with paper at an examination and was asked to set down the series of articles in proper order, and to state by what associations the individual members of the series had been recalled. The answers showed that more than one-half of the class had remembered accurately the series, and that, with the exception mentioned above respecting the bible, the links of association were those that had been suggested in the class.

Teachers should most carefully study the way in which they present to their pupils the truths they teach. Two days ago a man speaking to me of his former teacher, the teacher of a small village school in the Eastern Townships, said "He so put things before us that we could not help understanding and remembering."

A GOOD UNDERSTANDING.

BY DR. S. P. ROBINS.

Very often precision of thought depends on the ability to hold steadily before the mind the several classes into which, by the use of language, an aggregate of individuals has been divided. The exercises that follow demand a clear and untroubled conception of an aggregate of beggars divided into groups by the adjectives "blind" and "lame," with the necessary implication of their negatives "not-blind" and "not-lame." As these two dichotomous divisions are made simultaneously in thought, the ultimate result is the formation of four classes; those beggars that are both blind and lame, those that are blind but not lame, those that are lame but not blind, and lastly, those that are neither lame nor blind. The reader who at once sees the truth of the several necessarily correct statements that follow, and detects the one untruth, and who answers with promptness and accuracy the questions proposed, may be congratulated on the possession of an understanding originally good and subsequently well-trained.

Of all the beggars who come to my door :

1. If those who are blind be omitted, the rest who are not lame are neither blind nor lame.

2. Omitting those that are lame but not blind, they are either blind, or neither lame nor blind.

3. If I record the numbers of the blind and of the lame, I shall count twice the blind that are lame and shall omit altogether those that are neither blind nor lame.

4. The number of those that are both blind and lame, if greater than that of those who are neither blind nor lame, exceeds it just as much as the number of the blind exceeds the number of those that are not lame.

5. The excess, if any, of the number of the blind above the number of the lame is as great as the excess of those who are not lame above those who can see, or of those who are not lame added to those who are both blind and lame above all who are lame with those who are neither blind nor lame.

6. Those who are not lame, together with those who are both blind and lame, are always equal in number to those who are blind, together with those who are neither lame nor blind.

7. The sums of the numbers of those that are neither blind nor lame, of those that are blind and of those that are lame, exceeds the whole number of beggars by the number of those that are both blind and lame.

8. The sums of the numbers of the blind, of the lame and of those who are not lame, is equal to twice the whole number of beggars.

9. What follows if the blind and the lame together equal the whole number of beggars?

10. What if the lame and those who can see together equal the whole number of beggars?

11. What if those who are both blind and lame, those who are neither blind nor lame, with all the blind and all the lame equal in number twice the beggars?

12. If those who are both blind and lame equal in number those who are neither blind nor lame, is it true that the blind equal the not-lame, or that the lame equal the not-blind?

HOW TO MAKE SCHOOL ATTRACTIVE.*

By MISS M. L. KEEZAR, OF CANTLEY, QUE.

Mr. Chairman, Ladies, Gentlemen and Fellow-Teachers:— When requested to contribute a paper to your Convention, the first question which arose in my mind was, what shall my subject be? for we always need something both new and interesting. In this I may have failed; but I hope the effort may not be entirely lost. Then I began thinking of what is needed in our schools, but often found wanting. Of course there are a great many things—for none of us have as yet reached perfection; but, seemingly, one of the principal wants is attractiveness. Thus I thought of the importance of this necessary function, and hoped that my little talk, though so very original, might in some way help a fellow-teacher.

However, let us consider the importance of the subject. It is readily seen that where there is no attraction there can be no interest, either for the teacher or the pupils.

When we consider ourselves, we find how difficult it is to fix our minds upon apparently uninteresting things, and I venture to say, if there was nothing attractive about them we could not do so.

* A paper read at the fourth regular session of the Ottawa County Teachers' Association, which was held at Aylmer, June 2 and 3, 1899.

When we think of the weak child nature, we can understand how very difficult it is for children to center their thoughts upon seemingly unattractive subjects,—they who are ever ready to turn to every distraction, and they who linger around, and cling more steadfastly to the gay and brightly coloured pictures. But the attraction we require is far different than that which the children must have. So I have considered the following points :

1. *The Teacher and the Pupils.*
2. *Rules*
3. *The School-room.*
4. *The Play-ground.*

How often has a teacher, when she entered her new school-room, looked around at the four bare walls and the rows of vacant seats, and not felt a sadness creeping over her, and a longing for something brighter! Then just imagine, if you can, how much more desolate a child who has not yet learned self-control, aside from play and freedom, must feel in such a room. Is not this feeling of desolation increased if he must behold sitting behind her rigid desk another forlorn looking person? But we must never allow our minds to dwell upon such a lonely scene, for there is no good in it whatever but rather harm.

The first thing which we need to think about is, how we can remedy this state of affairs. This change can only be brought about by the co-operation of the teacher and the pupils; but it is the teacher who must first make herself attractive, by being pleasant and cheerful. No matter what she may have to trouble her elsewhere, it must not enter the school-room with her. There must be a cheerful face, a smile and a pleasant word for all. She must show an interest in the welfare of the children, and in their homes, enquire occasionally for those at home, always ask about the absent pupils. Try to make the children comfortable while at work, and see that they are properly prepared for leaving school,—especially the little ones need this attention. When work goes all wrong, encourage by quietly and pleasantly explaining the way to do it. No matter if it has been explained, it has evidently not been understood. The teacher must first ascertain if the fault is in herself. There are also many more points which might be considered, but I think these are sufficient to make the teacher at-

tractive. Mr. Hughes, in his book on "Securing and Retaining Attention," says: "The teacher must be attractive. Sunshine promotes growth, character sunshine develops sympathy and consequent attention."

We do not ask the pupils to be attractive, for they always are; children are naturally cheerful and are easily drawn to agreeable people. Just think of the effects of the attractive teacher.

Well, the two very important effects are: 1st. That feeling of desolation and loneliness has passed away; 2ndly. The children are drawn to and love their teacher. "First impressions are lasting;" and when a child once perceives that it is in HIM that his teacher is interested, and that it is HIS welfare which she is working for, his friendship is gained.

Now, if this were always so, there would not be so much trouble with Rules. A child would not meaningfully break a rule, if he understood that it was for his own benefit, and that the teacher is not enforcing it to be arbitrary. Then, to meet the requirement of obedience, the rules must be few and well explained, positive and well enforced. Children desire to be where pleasantness reigns, so there will be no difficulty in getting such rules obeyed. What boy or girl is there who does not like to be well governed? Thus there is an attraction in judicious government in school as elsewhere. Again, how can the school-room be made attractive? Surely there was nothing enticing in that gloomy picture I first mentioned.

If there were a few pictures to break the barrenness of those walls, and a few plants to decorate the windows, that pleasant teacher and those happy children would not look so much out of place.

How are we to manage this difficulty? We must use tact here, as well as elsewhere. I will just tell my own way of doing it.

About the third or fourth day of school I introduce the subject in this way:

How many of my pupils think that our school-room is as pretty as their homes? (Not a hand will go up.) How many would like to help me in making it more home-like? (Every hand now goes up.) Then look at the walls and tell me if they are like those at home. There will be several answers, and among them is heard: "There are no

pictures here." Now I say to them: "If you will look at home for some pictures, and bring them to school with you, to-morrow, we can have some on our walls too." Of course I have it understood that we are to choose out the most appropriate ones.

The next day they will bring their pictures, and we set to work, make our choices, and arrange them orderly and neatly. As soon as we are able to get some drawings and maps done, I find room for those on the walls too. Pupils like their work appreciated and take pride in doing more.

I deal with the plants in much the same way. Those who have none at home bring pots, the others volunteer to give them some cuttings, thus each pupil has a share in the decorations. The floor is kept also free from all untidiness. Now we are ready to pass on to the play-ground.

Why, one will say, of course that is attractive. No, like the school-room, it must be made so. During intermissions the teacher must be seen on the play-ground. Sometimes I suggest a game before the children have marched from the room, while they are waiting in their lines to pass out. They rush to the game as soon as outside. When I see the play lagging I at once propose some other more exciting if possible, and join in it myself. The hilarity of a pleasant game is much more attractive to all, than that murmur of discord and mischief, which is so likely to creep in if the boys are left to their own devices. I find, that after a lively play, my boys and girls are as ready to form their lines for entering the house as they were for leaving it.

Now, to sum up; we find the requisites for an attractive school to be:

A cheerful and kind teacher, a bright home-like school-room and a play-ground resounding with mirth and happiness. The results of the attractive school are: obedience, kindness, cheerfulness, and a desire to attend school, together with a love for work as well as play.

Current Events.

HULL, June 5, 1899.

The fourth regular session of the Ottawa County Teachers' Association was held in Aylmer Academy, June 2 and 3. The Friday evening session was well attended, the

school-room being filled to its utmost capacity. At eight o'clock; the chair was occupied by the President, and a highly interesting and instructive programme was rendered. The addresses of the evening were delivered by the Clergy of Aylmer. Rev. Mr. McNicoll spoke on "Morality in the School," while Rev. Mr. Taylor dealt with the subject of "Sociability of the Teacher." Inspector Gilman, whose name did not appear upon the programme, was also called to the platform and addressed his remarks to the pupils, of whom there was a large number present. The evening programme was made very attractive, being varied with choruses, recitations, drills, &c., which were admirably rendered by the pupils of the Academy.

Saturday's sessions were fairly well attended, and the papers read were excellent, while the discussions which followed the reading of each paper were exceedingly helpful. The papers read were as follows :

- "Class Management"—Miss Loynachan, Chelsea.
- "How to make School Attractive"—Miss Keezar, Cantley.
- "Fractions"—Inspector Gilman, Aylmer.
- "Securing Attention"—Mr. C. Adams, Hull.
- "Primary Reading"—Miss Ferris, Buckingham.
- "Morals"—Miss Ross, Hull.

Early in the year, the Association offered three prizes to Elementary Schools sending in best specimens of school work in map drawing, drawing, and composition from grades II., III. and IV. As a result several schools sent in specimens of such a good quality that the judges had some difficulty in deciding to whom the prizes should be given. After being at their work nearly all day, the committee presented their report as follows:

- 1st. North Eardley School—Miss Whelan, Teacher.
- 2nd. Cantley " —Miss Keezar. "
- 3rd. Wakefield " —Mrs. Pepper, "

The prizes were large pictures in oak frames. 1st prize, Our Queen; 2nd, Dominion Coat of Arms; 3rd, Wild Deer.

Saturday sessions closed at 4 p.m., by singing the National Anthem.

Practical Hints and Examination Papers.**THE KINDERGARTEN.**

BY MISS ELIZABETH HARRISON, PRINCIPAL OF CHICAGO KINDERGARTEN COLLEGE.

The three points to which I would call your thoughtful consideration are: First, What is education? Second, What can be done for the child between the ages of three and six by way of really educating him? Third, What preparation does the kindergarten need for thus training the child?

First—What is education? All education worthy of that name aims to prepare the child to meet life and its problems in a better, more rational way than he would be able to meet it without this education. All thinking educators agree that this preparation must include not only the training of the child's muscles, that he may have complete control of them and thus make his body the servant of his soul, but also the training of his senses in such a manner that he shall be able to take into himself clear impressions from the outside world, upon which depends so much of the definiteness of his mental concepts. Nor is the training of his powers of observation, his judgment, his memory and his imagination, all. He must learn also that greatest lesson in life, how to deal with his fellow-beings, what his relations are to the rest of mankind, and what are the duties arising from them. To the exact degree in which he has learned this lesson do the obstacles vanish from his pathway. If this is education, let us turn now to what part of it can be given to the child between the ages of three and six. This is the free, creative, play period of the child's existence. He has passed out of the passive, receptive period of infancy and is not yet ready for the eager, acquisitive period of childhood.

Play is his natural atmosphere, and play is his delight. His soul opens out to impressions which may come to it in the guise of play. No effort is hard or disagreeable if it helps to make more real to him his play. This is why the kindergartner, understanding the wholesome, lovable condition of this age, seizes upon its most salient characteristic and educates by means of play. When the child is trying to fly like a bird, to leap like a frog, to pound like a blacksmith, to saw like a carpenter, to march like a soldier, his every muscle is unconsciously coming under control, for he

himself thinks only of imitating the activity toward which he has been led. Again—when he is playing our guessing games or working with blocks of clay or other material of the kindergarten, he is all unawares, training his senses, and therefore laying up his stores of mental impressions to be used later. In this world of play he learns not only to observe, to remember, and to create, but also to forbear, to help and to sympathize with his comrades; nor is this all. The year's work in a good kindergarten leads him through a series of experiences in which are foreshadowed the great institutions of man. Here again, with songs and stories and games about bird families, squirrel families and the like, the fingers of his chubby little hands are a family of workers.

All things with which his thoughts come in contact become new illustrations of family life. He involuntarily calls his long sticks papa and mamma sticks and the short ones baby sticks. I had a child come to me one day and with great delight exclaim, "I have brought you a whole family of spools, a grandfather spool and all." Sure enough, there they were. A large spool which had held carpet thread represented the portly grandfather of his experience. Again and again like illustrations show that the children are slowly but surely comprehending the family relationship.

One day, when we were playing the game of blacksmith, two little girls had been chosen to play the part of the blacksmiths' wives, who were to get the dinner ready for the sturdy workmen on their return from their blacksmith shops.

One of the children set herself heartily to work, pretending to scour the table and place imaginary dishes upon it, and to busy herself in general in the preparation of the supposed dinner. The other child dropped down into a chair and folded her hands. "Why, Betty!" said I, "you will not have Charlie's dinner ready for him when he comes home." "My mamma does not cook dinners," contemptuously replied this offspring of aristocracy. I said nothing. The game went forward. When the shoeing of the horses was done and the little blacksmiths had played the washing of faces and hands and the taking off of their imaginary leather aprons, each turned to the corner of the room which represented his home. Now was my time to impress my lesson of family duty. "Charlie," said I, quietly, "I think you will have to go over to Katherine's house for dinner to-day; Betty does not seem to have anything ready

for you," and phlegmatic Charlie walked quite unconsciously over to the opposite side of the room. My little aristocrat colored slightly, but said nothing. I noticed from that day on no child refused to do his part in the family life. Most diligent of all was little Miss Betty, who had learned her lesson that he who would have a home must share in its labors.

Later in the year, when this relationship has become clear and fixed in the children's minds, we begin taking them to the shoemakers, the blacksmiths, the carpenters, and various other forms of the primitive activities of the trade-world about them. They learn, as a matter of course, that the cobbler's children must have bread, that the baker's children must have shoes, that the blacksmith's children must have a house to shelter them, and so the necessity of the great trade-world grows up within them as it has grown up in the world outside, in order that the family life might be sustained and supplied.

Again, stories are told of the workmen, songs are sung about the busy blacksmith, the jolly carpenter, the merry cobbler, the children themselves becoming these workmen in their imitative plays, and thus come into sympathy with the real working world around them. I believe myself, firmly, that the great problem of capital and labor will not be solved by laws enacted in legislative halls, but by the sympathy aroused in the nursery and kindergarten world. Never shall I forget the lesson once taught me by a little five-year-old girl. I had called into our kindergarten a scissors grinder in order that the children, by seeing him do his work, might more perfectly imitate it in our little game of scissors grinder. After he had sharpened one or two pairs of scissors I paid him his price and opened the door for him to go, when this child exclaimed, "Oh, you forgot to thank him, too." She had been the scissors grinder in our play circle, and had thus realized that courtesy as well as wages were due to the laborer. Think what a revolution would take place when all mankind come to such a realization.

As the year progresses, the lessons in form, color, number, position, direction and size go steadily forward, so too do the impressions concerning life and its relationships. By degrees the children are led to discover the necessity of the state relationship. Policemen must be employed that trade life may not be interfered with; firemen must be ready that homes

may rest in security; even soldiers must be trained that the nation may be protected.

Little by little is instilled the meaning of true knight-hood and lofty heroism, which sacrifices personal interests, family ties, and mercantile prosperity when the state demands it, until the flag of our nation becomes the symbol that it really is of loyalty to country, of sacrifices of lesser interests to greater. Could you see as I have seen twenty, thirty, forty little Bohemians and Germans waving the American flag high above their heads, bowing in reverent laudation to the picture of George Washington as it hung upon the wall, singing with all their might "My Country 'tis of Thee," you would realize as no words of mine could paint for you the strong and deep impression which state life has already made upon these young minds.

Official Department

The annexed circular is being sent out with the new list of authorized text-books for Protestant schools.

DEPARTMENT OF PUBLIC INSTRUCTION,

QUEBEC, July 12th, 1899.

Circular to Teachers, School Commissioners and Trustees.

It is the duty and privilege of Commissioners and Trustees to select from the accompanying list of authorized text-books, those that shall be used in the schools under their control for the next five years.

This selection should be made at once, and a copy of the list selected should be sent to the Department of Public Instruction forthwith.

Teachers have not a right to make this selection nor to change the list selected by the school board; but they may advise the Commissioners or Trustees.

It is recommended by the Protestant Committee, that Commissioners or Trustees consult with the Inspectors in charge of their schools, before making their selection, and it would be well also, to take the teachers into their confidence.

For the sake of convenience the local booksellers should be furnished with a copy of the selected list, so that they may provide for the wants of the community and not burden themselves with books not used in the schools of the locality.

In all cases, it should be seen that the latest editions of the several books selected are furnished.

Commissioners and others are also reminded that the Educational Book Company are under agreement to exchange all copies of the old edition of the Canadian Readers for copies of the new Quebec Edition, free of cost.

BOUCHER DE LA BRUÈRE,
Superintendent.

LIST OF TEXT-BOOKS.

CLASS I.—FOR PROTESTANT ELEMENTARY AND MODEL SCHOOLS.

Approved by Order in Council, June 30th, 1899.

Subject.	Text-Book.	Publisher.	Price.
<i>Reading.</i>	(a) Graduated Readers.....	Chambers.	
	Primer, Parts I and II united. . .	"	\$0 10
	Infant Reader.....	"	0 07
	Books I and II.	"	0 15 ca.
	Book III.....	"	0 20
	Book IV.....	"	0 25
	Books V and VI.....	"	0 30 ca.
	(b) Royal Crown Readers.....	Nelson & Sons.	
	Primer I.....	" "	0 08
	Primer II.....	" "	0 10
	Infant Readers I and II.	" "	0 15 ca.
	Book I.....	" "	0 20
	Book II.....	" "	0 25
	Book III.....	" "	0 30
	Book IV.....	" "	0 35
	Books V and VI.....	" "	0 45 ca.
	(c) Canadian Readers.....	Ed. Book Co.	
	Quebec Primers I and II.	" " "	0 10 ca.
	Advanced Book I.....	" " "	0 25
	Books II and Advanced II.....	" " "	0 30 ca.
Book III.....	" " "	0 40	
Book IV.....	" " "	0 50	
Book V.....	" " "	0 60	
<i>Spelling.</i>	Word and Sentence Book.....	Grafton & Sons...	0 30
	(Binding must be made satisfactory).		
	Practical Speller Revised.....	Ed. Book Co.....	0 30

Subject.	Text-Book.	Publisher.	Price.
<i>Writing</i>	Practical Penmanship.....	Ed. Book Co.....	\$0 07 ea.
	Vertical Copy Books.....	" " ".....	0 07 ea.
	Vertical Penmanship.....	Grafton & Sons... ..	0 08 ea.
	Upright Penmanship.....	Sampson, Marston, Lowe & Co.....	0 06 ea.
	Business Forms and Accounts..	Copp, Clark Co... ..	9' 10 ea.
<i>Arithmetic</i> ..	Graded Arithmetic.....	Grafton & Sons.	
	Parts I and II.	" " ..	0 15 ea.
	Ele. Arithmetic Revised.....	Ed. Book Co.. ...	0 30
	Martin's Simple Rules.....	Copp, Clark Co... ..	0 10
<i>English</i>	West's English Grammar for Be- ginners.....	Copp, Clark Co... ..	0 25
	Hyde's Practical Lessons in the use of English.....	Copp, Clark Co... ..	0 30
	Story-Book Readers	Nelson & Sons.	
<i>Geography</i> ..	Calkin's Introductory, Quebec Ed. Revised.....	Nelson & Sons... ..	0 65
	(Recommended on condition (1) that the work be corrected to date, (2) that a map of the Province of Quebec, showing present boundaries, and a map of the Dominion of Canada, showing bounds of the New Pro- visional Districts be inserted, and that the price remain at 65 cts.)		
	Geographical Readers.....	Chambers.	
<i>Scripture</i>	The Holy Scriptures. McLearn's Old & New Test. Hist.	MacMillan & Co..	0 30
	<i>History</i>	Miles' Child's Hist. of Canada..	Dawson Bros.....
Robertson's Hist. of Canada. .		Copp, Clark Co... ..	0 30
Gardiner's Outline of Eng. Hist.		Longmans.....	0 60
Things New and Old by Arnold Foster.....		Grafton & Sons.	
<i>Algebra</i>	C. Smith's Ele. Algebra.....	MacMillan & Co..	1 00
	Todhunter's Alg. for Beginners. .	" " ..	0 60
<i>Geometry</i>	Hall & Steven's Euclid.....	" " ..	1 00
	Todhunter's Euclid.....	" " ..	0 75
<i>French</i>	Oral Exercises, Parts I, II, III, IV and V.....	Drysdale & Co... ..	05 & 10
	Fasquelle's Intro. Fr. Gram....	Dawson Bros....	0 40
	Progressive Fr. Reader, Part I.	Drysdale & Co... ..	0 30
<i>Latin</i>	Shorter Latin Course (Egbert) Am. Ed.	MacMillan & Co..	0 40
	Collar & Daniel's 1st Latin Bk..	Giun & Co.....	1 00
	New Gradatins.		
<i>Physiology</i> ..	The Making of the Body, (Bar- nett)	Longmans.....	0 45
<i>Drawing</i>	Dom. Free-Hand Course.....	Foster, Brown Co.	0 10 ea.
	Prang's System of Drawing....	Prang Co.	
<i>Music</i>	Curwen's Tonic Sol-Fa Series... ..	Curwen & Sons.	
	Tonic Sol Fa Series.....	Bayley & Ferguson.	
<i>Agriculture</i> ..	James' Agriculture.....	Morang.....	0 25

CLASS II.—FOR ACADEMIES.

Subject.	Text-Book.	Publisher.	Price.
<i>Reading</i>	See Class I.		
<i>Spelling</i>	See Class I.		
<i>Writing</i>	See Class I.		
<i>Arithmetic</i> ...	Graded Arith., Pts. III and IV.	Grafton & Sons	15 & 25
	Hamblin Smith's Arithmetic	Ed. Book Co.	0 60
<i>Mensuration</i> ...	Steven's Mensuration	MacMillan & Co.	0 45
<i>Book-keeping</i> ...	Standard Book-keeping	Ed. Book Co.	0 65
	High School Book-keeping	Copp, Clark Co.	0 65
<i>English</i>	West's Elements of Eng. Gram.	" " "	0 50
	Brooke's English Literature, New Edition	MacMillan & Co.	0 30
<i>Geography</i> ...	High School Geography	Canada Pub. Co.	1 00
	Davis' Physical Geography	Ginn & Co.	1 25
	Hinman's Physical Geography		1 25
<i>History</i>	History of Greece Primer	MacMillan & Co.	0 30
	History of Rome Primer	" "	0 30
	History of England (Buckley)	Copp, Clark Co.	0 65
	History of Canada (Clements)	Briggs	0 50
<i>Algebra</i>	See Class I.		
<i>Geometry</i> ...	See Class I.		
<i>Trigonometry</i>	H. Smith's Elm. Trigonometry	Ed. Book Co.	0 75
<i>French</i>	Bertenshaw's French Gram.	Longmans	0 50
	Bertenshaw's Fr. Comp.		0 50
	Larousse's French Grammar, Première Année	Larousse	0 30
	Progressive Fr. Reader, Pt. II.	Drysdale & Co.	0 50
<i>German</i> ...	Joyne's Meissner's Ger. Gram.	Heath & Co.	1 40
	Joyne's German Reader	" "	1 10
	Van der Smissen's High School Grammar	Copp, Clark Co.	0 75
<i>Latin</i>	Shorter Latin Course, Part II, Eng. Ed.	MacMillan & Co.	0 54
	Kennedy's Primer, Revised	Longmans	0 75
	Fabule Faciles	" "	0 75
	Cæsar's Helvetian War	Welch & Duffield	
<i>Greek</i>	White's First Greek Book	Ginn & Co.	1 00
	Abbott Mansfield Greek Gram.		
	Rutherford's Greek Grammar	MacMillan & Co.	0 60
	Underhill's Easy Exs. in Greek	" "	0 60
	Xenophon's Anabasis, adapted for the use of Beginners	Welch & Duffield	0 45
<i>Physics</i>	Gage's Intro. to Phyc. Science	Ginn & Co.	1 00
<i>Chemistry</i> ...	Remsen's Elements	Macmillan & Co.	0 75
<i>Botany</i>	Groom's Elementary Botany, with Appendix	Copp, Clark Co.	1 25
<i>Agriculture</i> ..	First Lessons in the Scientific Principles of Agriculture	Drysdale & Co.	0 75
<i>Drawing</i>	See Class I.		
<i>Physiology</i> ...	The Making of the Body (S. Barnett)	Longmans	0 45

RESTRICTIONS :—(1) The headlines in Grafton's Series of Copy Books are to be amended so as to be satisfactory to the Text-Book Committee. (2) The binding of the First Lessons in Scientific Agriculture must be improved so as to be satisfactory to the Text-Book Committee. Apart from the subjects of writing and drawing the Text-Books are arranged in each department in order of merit according to the opinion of the Text-Book Committee.

NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 27th June (1899), to erect into a distinct school municipality the new parish of "La Visitation de la Bienheureuse Vierge Marie," in the counties of Nicolet and Yamaska, by the name it bears as a parish, and with the same limits which are assigned to it by the proclamation of February 2nd last (1899).

To erect into a distinct school municipality, by the name of "Notre-Dame de Lourdes de Ham Nord," county of Wolfe, the new parish of that name, with the same limits as are assigned to it by the proclamation of July 26th last (1898).

This erection to take effect on the first of July (1899).

To detach from the school municipality of "Saint Pierre de Véroné," county of Missisquoi, the following lots, to wit : Nos. 98 and 99 of the municipality of Stanbridge Station, and lots Nos. 121, 122, 123, 125, 126, 127, 128, 129, 130 and 131 of Notre-Dame des Anges, and annex them, for school purposes, to the municipality of "Notre-Dame des Anges," county of Missisquoi.

This annexation to take effect on the first of July (1899).

June 29th—To appoint Mr. Joseph Thibodeau, school commissioner for the municipality of Saint Blasius, county of Saint John, to replace Mr. Valentin Pinsonneault, absent.

June 30th—To revoke the appointment of Mr. Joseph Labrèche, as school commissioner for the municipality of Rawdon, county of Montcalm, made on the 9th of June last (1899), to replace Mr. Joseph Loranger, absent, inasmuch as the latter had been replaced, on the 22nd of May, by the election of a Mr. Joseph Nadeau.

To detach from the school municipality of Saint Paul of Chester, county of Arthabaska, district No. 10, comprising the village of Saint Paul of Chester, with the limits which are assigned to it as such district and such village, and erect

it into a distinct school municipality under the name of "Village of Saint Paul of Chester."

To detach from the school municipality of Saint Norbert, county of Arthabaska, the following lots of the cadastre of the parish of Saint Norbert, to wit: Lots Nos. 205 to and comprising No. 228, as well as lots Nos. 247, 248, 249, and also Nos. 159, 161 and 162 of the said cadastre, and to annex them, for school purposes, to the municipality of Saint Christophe, in the same county.

To detach from the school municipality of Sainte Anne de Bellevue, county of Jacques-Cartier, the part of lot No. 296, of the cadastre of the parish of Sainte Anne du Bout de l'Ile, measuring two hundred feet in front by the depth between the public highway which bounds it in front, and the Lake Saint Louis, which bounds it in rear; bounded on one side, to the north-east, by No. 237, and on the other side by Mr R. Reford, and to annex it, for school purposes, to the school municipality of Sainte Anne du Bout de l'Ile, in the same county.

To detach from the school municipality of Côteau du Lac, county of Soulanges, the following numbers of the cadastre of the parish of Saint Ignace du Côteau du Lac, to wit: from and including No. 454 to No. 512 inclusively, and to erect this territory into a distinct school municipality, under the name of "Côte Saint Emmanuel."

To grant the application made that the school municipality of "Notre-Dame de Bonsecours," county of Ottawa, have the same limits as those recognized for the parish of that name, used for religious purposes; less, the part detached by the proclamation dated the 29th of August, 1878, forming the village of Monte Bello, in the same county.

To detach from the school municipality of Sainte Cécile, county of Beauharnois, the following cadastral lots of the parish of Sainte Cécile, to wit: Nos. 84, 35, 88, and part of lots Nos. 83, 86, 87, 89, 90, 91, 92, 93, 94, 95, 96, 97 and 98, and their subdivision, and annex them, for school purposes, to the school municipality of "Salaberry," in the same county.

The foregoing changes to take effect on the 1st of July (1899).