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THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC.

Nos. 8 & 9. AUGUST AND SEPTEMBER, 1893. VOL. XIII.

Articles: Original and Selected.

SUPERIORITY OF RANK.

The number of teachers in our province who are anxious to attain the highest rank as instructors is on the increase, and the following hints may be of service to them in their efforts to obtain the requisite certificate of the inspector. In this connection it must be borne in mind that a successful teacher is not one who can show excellent results during one of the visits of the inspector. There must be a record of success preceding the inspector's final decision, and this record of success can only be made perhaps after an experience in several communities. The following hints drawn up by a practical teacher may therefore be of service while the teacher is making his or her record. They are as follows:—

Professional Knowledge.—This is to be distinguished from his accumulation of general knowledge. It is his knowledge of man as a being capable of growth; of man as able to go on from one stage of progress to another, under certain conditions. He will have a clear knowledge of the evolution of the human race and the causes of that evolution in general. He will have read and studied up specifically the views of writers who have treated this subject; he will have a library of pedagogy.

Professional Training.—This means that he has taught under the eye of some competent critic. Usually a teacher goes away

by himself and labors as best he can ; his experiments are often very unsatisfactory to the pupils. He has no clear standard in his mind ; if there is silence, if the group before him seem to stand in awe of him, if they recite their lessons, if the patrons do not complain—these are the usual standards. A professionally trained teacher looks at the mental evolution going on.

Natural Aptitude.—The patrons of a school are apt to say he is a “natural teacher ;” it means something. Some have no aptitude to direct the thoughts of others ; they cannot direct their own. It is true that the Creator intended all to possess teaching ability, “but in many cases the timber is poor,” as Mr. Beecher explained it. The aptitude in every one can be improved, and it is fortunate it is so.

Classification of his School.—When fifty persons are gathered, a keen eye sees at once that they are susceptible of classification, that they can be benefited only by classifying them. The teacher of *one* grade in a city school knows that it is best to divide his forty pupils into four classes. Good classification is a primary consideration.

Course of Study.—There must be a plan or scheme of work ; for this occasion let us suppose the teacher is to make out his own. What will he do ? Will he say there shall be reading, spelling, arithmetic, geography, and grammar in this school ? That is to act like a mechanic. He must look to *life* as giving the key to the course of study. We eat to live, we study to live ; children go to school for life purposes. As a gardener works around trees to enable them to have a broader and more glorious life, so must the teacher labor in his garden of human beings.

Creating Interest and Industry.—The measure of the success of the teacher is not the amount the pupils learn, but the mental activity that exists. It may be roughly stated that interest is the measure of progress in a school. The teacher who can create an interest has the basis of success in him ; but that interest must be properly directed. A ballet dancer may create an interest, but it does not result in anything ; the interest the teacher creates must result in education.

Governing Ability.—There is such a thing as directing the operations of a body of persons to chosen ends with unerring certainty ; they are under authority and move towards the object in view. There must be some control of the pupils of a school ; it is best for them, leaving education out of the case. The restraint should be enough, and not too much. The

government of a school needs to be made the subject of much thought; somehow interest and industry are dependent on it.

The Moral Atmosphere.—There are thousands who can get good lessons out of pupils, and keep good order, who leave no moral impress; rather let us put it, who do intellectual training but not moral training. The child grows physically, though the teacher takes no note of it; the parent supplies him with food. Who is to supply the pupil with food for his moral growth? It is worthy of consideration that the teacher who can keep good order, cause industry and interest, is the one who can easily train pupils morally—if he has a solid moral character himself.

Neatness and Sanitariness.—Here is yet a wide field. Every school-room should be swept daily. No ink stains on the desks. Books should be covered, and when soiled new covers put on. The steps should be inviting, the closets neat as the Shakers make theirs at Lebanon, the windows kept bright and with curtains. If there is an inviting room in the district it should be the school-room. A thorough teacher must not lack in neatness; a good school means *many* excellencies, not one.

Relationship.—What is the teacher in the society in which his school is placed? Said a superior teacher: "My mistake was in not being an influence in the towns where I taught." He further said that his carelessness in dress and inattention to social forms were serious obstacles that he now regrets. What is the teacher among his fellows? At the institute, at the state associations, as a secular contributor to educational journals, where does he stand? Does he help move the educational world along?

The teacher must not be a mere hearer of lessons; in fact, if that describes him he is not a teacher.

THE SECRET OF DISCIPLINE.

The use of corporal punishment, except in extreme cases, is a thing of the past. What shall be its substitute? A careful study of the conditions which will bring willing obedience.

There are material and personal conditions which help to obtain the desired result. Under the first head would be pure air and a proper arrangement of light.

No teacher needs to be told the necessity for pure air in the school-room, and yet you may enter room after room in which the air is unfit to breathe. This is because the change from the pure to the impure air is so gradual that those who are in

it are not aware of it. For this reason, it seems well that the teacher should step from her room into the corridor once or twice during the session, when, on return to her room, the condition of the atmosphere will instantly be apparent to her.

The proper arrangement of light is not always in the power of the teacher. The windows are often very badly placed, giving cross lights which should have been avoided when the building was designed. But suppose there are no cross lights, we then find the chairs so placed that the light which should come from the back and right is more often directly in front, or nearly so. These conditions are not only injurious to the eyes, but they produce an unconscious irritation which makes children restless and disorderly.

I have often heard teachers told to have plenty of light in their rooms. Too much light is as bad as too little. Raise your curtains to the top of your windows some sunshiny day, and leave them so all day. The next day, of the same kind, draw them part way. Now tell me, were you not much more tired the first than you were the second day? Have plenty of light, but beware of too much, for it tires, and a consequent restlessness is observable.

Having arranged the material conditions to the best of your ability, turn your attention to the personal; teaching, where it is possible, by example as well as by precept. Example is often much the more effective remedy.

Order, cleanliness and plenty of work are tools which are most useful in the school-room. It is your right, teachers, to demand of the parents that their children shall have clean hands and faces and combed hair. I feel that you say the demand is wasted, for the children come just as dirty after it as before. This is only too true, but you have one remedy at your hand. Every school-building has water in, or about it, and you can oblige the culprit to wash there, if he will not at home. If he does come one day unusually clean, let him know that you are aware of it and appreciate it. Many teachers examine the faces, hands, hair and boots of pupils at the opening of each session and they say the result is quite satisfactory.

Cleanliness and order are so closely allied that I feel that I must speak of them together. "A place for everything and everything in its place," is a great help toward cleanliness. We little realize what poor examples some of us are of this rule, which we try so hard to impress on the minds of our pupils. Can we, go to our desks in the dark and take from them anything we want? Can we go to our closets and do the

same? Here is an excellent chance to teach by practice as well as by precept. We should have our things arranged as carefully as we expect theirs to be, and keep them so.

Every pupil should have a place for each thing necessary for his work and keep it so carefully in its place that he can at any time put his hands into his desk and take from it, without stooping, any article he needs. It is surprising how much noise and confusion this obviates, to say nothing of the time saved.

Each pupil should understand that the chair he occupies, the desk in front of it, and the floor beneath and around it are his, and his only; that he is held responsible for the condition in which they are kept, whether the dirt which he finds on his premises were put there by himself or another.

Now, give him as much, or more, to occupy his time, as he has time to occupy, and you will not miss the old time rod.

There is one more very important thing, your voice. Imagine your feelings after sitting five hours under the incessant talk of a loud or harsh voice. If a child is hard of hearing it is better for him, and far better for the other children, that he occupies a front seat. Pitch your voice slightly above conversational tone and decline to repeat. The result is, ease to yourself, rest to the children, and a kind of attention hard to attain in any other way.—*Popular Education.*

GOOD ENGLISH IN OUR SCHOOLS.

The editor of the *Educational News* writes to the point when he says:—Better preparation is needed all round in English. One of the most remarkable revelations in the life of the College professor is the remarkably limited knowledge of English possessed by the average student asking entrance to college, and this has become particularly true in the last few years as a result of the new methods of language culture adopted in many schools and the rejection of grammar as a school study. As a matter of experience we find a large proportion of young college students not only unprepared to pursue intelligently the study of any foreign language, living or dead, but in reality unqualified to pursue the study of higher English.

For the past three years the writer has found it necessary in the study of Rhetoric and Literature to set aside a number of periods each month for the more critical study of English Grammar, in order that the other work might be taken up more intelligently and more profitably.

It is difficult to locate the responsibility of this defect. Much of it doubtless may be charged to the account of those methods of teaching which build wholly on the theory of learning to do by doing. There is no doubt that we learn to do by doing. We learn to spell by practice, we learn to write by writing, we grow strong everywhere by exercise. So we learn to speak correctly by speaking correctly.

But who ever knew of a man to learn temperance by practising gluttony and drunkenness? Who ever knew a child to learn English by associating and imitating the language of those whose English was impure and ungrammatical, and yet this is practically the school in which we find the child for the greater number of hours in the day?

He needs a guide when he has none, and the only plan of furnishing him with this guide is to acquaint him early and as thoroughly as possible with the principles and practice of the language he is to speak.

It won't do to say that he must hear only correct speech and learn by imitation. He will hear incorrect speech in spite of all we can do for him, and the only sensible thing is to give him the power to judge and protect himself. This cannot be done by any attempts to teach him to imitate and construct correct language, unless he has a knowledge of the foundation principles and rules of usage of that language. A great deal of criticism has been passed on the propriety of teaching these rules and principles. The practice has also furnished much material for the use of sarcastic and witty lecturers and instructors, but we have yet to find the man who writes and speaks first-class English who has found it necessary to bolster himself with arguments of this kind.

But there is another phase of this question equally serious. It is that of the college graduate's bad use of English. Here we have a letter from a professor, a graduate of an institution believed to be one of the great institutions of learning in this country, who writes about his department as "effecting" any of the others in the institution. Another, a young graduate writes to a friend begging that he will "except" his gratitude for some kindness rendered. But worse than all, here is a letter from another graduate of twenty years' experience as a college professor who closes his letter with "your's truly," writing "your's" with an apostrophe.

No college education, no higher education of any grade, ought to be permitted to compensate for such ruthless abuse of the English language.

Teachers of the public and preparatory schools, don't let yourselves be wheedled into the notion that a thorough knowledge of your language is a matter of little importance to you and the children. The smattering of science which they get in its stead under the new method of doing things will not compensate for the loss of the English. Give them both if you can, but always remember that there is nothing connected with your work more important than the correct training which the children should have in the fluent and correct use of their own language.

LESSONS IN CHARACTER.

CULTIVATION OF SELF-CONTROL.

By S. B. TAYLOR.

A scheme of discipline that shall result in producing self-control among pupils must embrace in its scope—(1) Lessons designed to cultivate an appreciation of the position the pupil occupies as a human being. (2) Lessons designed to cultivate his knowledge of duty to his fellow human. (3) Lessons designed to cultivate right judgment, to decide promptly as alternate courses of action may present themselves.

In addition to this the scheme of discipline referred to ought to embrace (1) opportunities to exercise self-control, and (2) opportunities to do missionary work with others. Self-control is a something that can be taught just as arithmetic and drawing are. But there must be planning and persistence. The best results will follow where a teacher by systematic talks and questioning proceeds daily (the opening or the closing half-hour is good for the purpose) to lead the children to think much about their proud position in nature—being above the brutes, their duties to one another, and their conduct in emergencies calling for prompt action.

In these talks it is well—necessary, in fact—never to be personal. A story of wrong conduct, of weakness of any kind, or of degrading traits of character, though founded upon observations made in his own dominion, would better be referred to by the teacher as something he had heard or read of. An impersonal reproof is administered by that friendly monitor, the conscience; the teacher ought always to invoke his aid. In case a teacher is not free to appropriate a quarter of an hour to his lessons in character, but belongs to a system working by a program prepared by a higher power, with no time "to waste" in such endeavors, he must do the same work incidentally.

There come moments of inattention, of disorder, of leisure won by faithful work. Use these for the purpose indicated.

The habits of animals are a very fruitful mine of subject matter for these lessons. Some one has said: "The more I get acquainted with men, the higher respect I have for dogs."

This epigrammatic expression of disappointment in mankind finds an echo in every breast in which the least sense of morality has developed, and this includes every child at school, raised in a civilized community. The tidiness of the cat, the greediness of the hog, the faithfulness of the dog, the patience of the spider have served in the past to lead men out of the depths of despondency into the heights of clearer view and firmer resolves; why not utilize them together with the frugal ant, the generous bee, the ruthless wolf, and the frolicsome lamb, to teach our children how to live?

The instruction of young children in life's duties will better be done not by lecturing them, or drilling them in moral precepts, but by appeals to the imaginative powers. Tell a lot of children a story of a boy who raised a garden, tell of his work early and late, tell of his hope to sell the vegetables and pay a debt his mother owed. While they listen each one will, in imagination, put himself in the place of that boy. Tell them now of other boys who came and broke through, and stole the vegetables; they will sympathize with the toiler because they feel the loss themselves. Out of it will grow resolves that will become generic in their natures. So choose and so conduct lessons in duty as to cause children in imagination to be the aggrieved parties, and the work will bear rich fruit in self-control.

To teach right judgment in emergencies the device of unfinished stories is best. Lead the narrative on to the point where two or more courses of action are open for the adoption of the actor in the story.

Tell the children, for instance, of a poor boy on his way to school finding a pocket-book with a dollar in it. Every one hearing it will in imagination find that dollar. Here break off the narrative and let them volunteer to tell what he did with it. Each one would tell you what *he* would do. Question upon the right or wrong in this or that course of action suggested. Express no opinion yourself (that would be precept teaching and not lead to self control) but let the individual or class decide.

There is a difficulty every teacher will meet right here which it is well to mention. It is this: children will be very apt, when questioned, to remember some moral precept they have

heard repeated and answer by its formula rather than from nature's promptings, thinking thereby to gain the teacher's approval. An expert teacher can tell such an answer by its tone just as one knows a professional beggar, but a novice would often be deceived. To make the lessons effective the teacher should so conduct them as to bring into view the *real* motives of the children. It remains yet to discuss what I meant by opportunities for doing missionary work. A missionary is one sent to instruct the ignorant or lawless. If a boy has learned of himself and by himself any right mode of action through his own observations made, even though he has been led by the teacher into making them, he becomes at once a factor beneficial to his teacher if opportunities are given him.

Suppose a piece of crayon has been thrown, or some like breach of decorum has been committed during school hours. A teacher with tact would not stop his work to investigate the offence and punish the offender, but would wait till books are packed at the close of school, and all ready to start. Then he would ask the offender to step forward, and wait a reasonable time for him to confess before dismissing the class. The guilty one might refuse once, and go forth a liar among his comrades, but he would hardly do so a second time in a teacher's school where such opportunities are studiously given for public opinion—*esprit de corps*—to assert itself. The aid of public opinion in a school is all-powerful to preserve order, just as it is in a community of any kind. No one dares public opinion in the state; neither will a pupil dare it in a school if the teacher invokes its aid. How can its aid be invoked? By just the manner of dealing with offences that is outlined above, and by making all police regulations of the school conform to the consent of the governed. It is no stupendous task to have every new regulation one proposes discussed, amended, and adopted by the school before being enforced.

A teacher, for instance, allowed the boys to throw balls back and forth in the yard. Everything went on very well for a few days, but after a while accidents happened; one ball went through a window; another hit a boy on the eye, who was not playing; another flew into a neighbor's back yard and knocked over something.

The teacher saw that ball playing was too dangerous. But he did not act the czar about it; he discussed the matter pro and con, and suspended it by a vote of the boys; he appealed to a self-governing community. He did not have to remain in the yard to see it enforced; the boys attended to that for him.

Opportunities for exercising self-control must be given to the pupils. Else how could they develop the power?

Let them elect captains to form the lines, and direct the march in and out. Do not spy for offenders, nor allow yourself to be watching for offences against police regulations.

SCHOOL-MADE APPARATUS.

The school without apparatus is not a school in the true sense of the word, and yet how few of our teachers put forth any effort to add to what little apparatus is in the school when they first take charge of it. Mr. Payne thus refers to the question in a late issue of the *School Journal*.

How shall we use one class to promote the work of another?

Few schools are fully supplied with everything they need in the line of apparatus. Most schools have their maps, charts, dictionary and numeral frame. Some possess a small amount of physical and chemical apparatus and Fröbel's gifts. But the number of schools is comparatively small that are supplied with plaster casts for model and object drawing.

A good way to secure simple casts is to make them. When your chemistry class is studying plaster of paris, let each member of the class make a cast of some simple form and thus get some practical experience in the use of this valuable chemical.

When the casts are made, save them for use in drawing and thus the old saw "killing two birds with one stone" is exemplified.

For the benefit of those teachers who have never made casts. I will venture to give a few hints that may be of service.

The process consists of two steps. First the mould, second the cast. I would suggest that the beginner take simple forms such as the lemon, apple, orange, turnip, pear, parsnip, banana, etc., etc.

How to make a mould.—Let us first consider relief forms. Take an object, say a lemon, and carefully slice it in two. Lay one-half down on the bottom of a chalk or cigar box. Dust it over gently with lycopodium powder and blow off any superfluous dust. This is to prevent the plaster adhering to the fruit.

Take an old basin and put into it one pound of plaster of paris. Add water and stir with a stout stick or iron spoon, being careful to prevent the formation of lumps. When the plaster is perfectly smooth and about the consistency of cream, pour it quickly over the fruit and jar slightly so that the

plaster will run into all crevices. Let the box remain quiet until the next day, then remove the sides and bottom of the chalk box.

With a pen-knife remove any plaster that may have run under the half lemon. The lemon may then be easily removed from the mould and an exact reproduction of the shape, and texture of the lemon will be left in the plaster. The use of the lycopodium powder is not absolutely essential, for the wax or oil in the rinds of most fruits prevents adhesion.

How to make a Cast.—Remove all dust from the mould and let it become perfectly dry. This is best effected by placing it in an oven when the fire is low and keeping it there over night. When it is thoroughly dry, if you do not care to preserve the mould for duplicate casts, give it several coats of linseed oil until it will absorb no more. This prevents adhesion and renders the mould softer and more easily cut from the cast. But if you desire to make more than one cast from your mould, it is better not to oil it, but rather to dust it over with lycopodium powder as before. Build a wall of clay around the mould or place it in another chalk box and prepare the plaster as before. Pour rapidly and jerk the mould or shake it to be sure that the plaster reaches every part. Then place in a horizontal position until the plaster sets. This usually takes ten minutes. The cast and mould may now be separated by a broad knife-blade, but it is better to wait twenty-four hours before the separation. Care should be taken that enough plaster is used to make the plaque on which the fruit rests at least $\frac{1}{2}$ inch thick. When done the cast from No. I. is No. II. In the same manner the apple No. III., the parsnip No. IV. and the orange No. V. were made.

To make an all-round Cast.—Select a chalk box and lay the fruit in it, being careful to mark points on the outside of the box opposite the ends of the object whose cast is to be made. Prepare plaster as before and pour on as before.

When it has set, remove the bottom of the box and pour plaster on the other side of the object. The object will thus be imbedded in the mass of plaster. When it has set, take a saw and saw the plaster through the points you have marked on the outside of the box. This will divide the mould into two parts from each of which the fruit may be removed.

Make a hole in the mould and having dried as before and dusted with powder, prepare your plaster and place the two halves of the mould together. Pour some plaster into the hole you have drilled and shake so that the plaster reaches all parts

of the hollow, then more and more until the mould is filled. The parts of the mould may be separated very easily and the cast will come out perfect.

The casts may be made hollow by using less plaster, but they are frail when so made. Oak leaves, cucumbers, and nuts, and cylinders, prisms, and other geometrical forms may also be made.

To save time it is well to have your pupils work in twos.

Editorial Notes and Comments.

—We beg to draw the attention of our readers to the notice in *Current Events* about the Provincial Convention of Protestant Teachers, which has been sent to us for publication by the secretary, Mr. Wellington Dixon of the Montreal High School. The importance of being provided with the necessary certificate for a reduced rate of travel has been carefully indicated by the communication from Mr. Humphrey, the treasurer. The prospect of having an interesting time of it in the commercial capital during convention week cannot but attract a large proportion of the teachers from the country districts, while the promised programme gives earnest of a season of profitable instruction in the *ars pedagogii* as well as the science of education on which it is founded.

—In beginning the work of another school year it is necessary that our teachers should make themselves familiar with the limits of the course of study as defined at the last meeting of the Protestant Committee. The old Latin adage, *ignorantiam legis neminem excusat*, is not much of a solatium when the examinations approach; and in order to give emphasis to the requirements for the present year, we here publish the instructions which have been issued to the teachers, so that both teachers and commissioners may have them in print for ready reference.

—The attention of the principals and teachers of the Model Schools and Academies under the supervision of the Protestant Committee of the Council of Public Instruction is respectfully directed to the following:

1. The pupils of Grade II. Academy are expected to take Canadian History in future, as well as British History, in order to meet the requirements of the examination. The preliminary papers prepared by the A.A. Examiners in Writing, Dictation, Arithmetic, English Grammar, Geography, British and Canadian History, New Testament History, are used as the examination papers for this grade. The New Testament paper in Grade III.

Model School or Grade I. Academy will be the same as in Grade II. Academy.

2. In English, the selections to be specially studied in the Fourth Reader, with special attention to dictation, derivation, definition, grammatical construction and abstract writing, are to be found from the beginning of the book to page 152, and in the Fifth Reader from page 1 to page 157. The poetical extracts should receive careful attention, as should also the derivation of the words placed in column at the beginning of each lesson. If you use the Royal Readers, please notify this office.

4. The selections for French reading and translation are to be taken from the Progressive Reader from page 65 to the end, the lessons on "Christophe Colomb" to be studied for re-translation by the pupils of Grade I. Academy. For Grade II. Academy, the selections for French translation are to be taken from any part of the Progressive Reader, or, as an alternative, from the last fifteen of the extracts selected for the A. A. Examinations. For re-translation, the lessons in the Progressive Reader entitled "Christophe Colomb," "L'Examen dangereux," "Un Voyage en Calabre," and "Mieux que Ça," or, as an alternative, the extracts from Darey, pages, 196, 182, 176 and 169.

6. The character of the mental arithmetic for all the Model School grades will be continued.

7. As was remarked last year, teachers should avoid carrying on the study of all the subjects of a grade at the same time; in many of our schools a time-table giving prominence to only four or five subjects for the time being has been found to give satisfaction. With three such time-tables for the year, anything like over-pressure is avoided. The optional subjects for each grade are explicitly defined in the new regulation, which with others referring to the limiting of the curriculum of Model Schools, the presenting of pupils in Grade III. Academy, the remuneration of deputy examiners, the purposes for which the bonus for appliances is to be exclusively expended, and the competition for well kept grounds, ought to be carefully considered while entering upon the work for the year.

8. The recognition of school libraries as important adjuncts to our superior schools in the award made for appliances cannot now long be delayed, and it would be well for our teachers to put forth every effort to establish, restore, or improve such adjuncts this year. Suggestions in regard to the maturing of this or any other scheme for the bettering of our schools will be gladly received.

9. The principal or head teacher of each school is requested to send to Quebec a complete list of the staff of his or her school immediately on receipt of this circular.

10. At the last meeting of the Protestant Committee an important modification was made in the course of study for Model Schools and Academies. Hereafter pupils shall be considered as having passed in their respective grades, provided they pass in writing, spelling, arithmetic, English, geography, history, Scripture, French, drawing, physiology and hygiene, and also in at least two of the remaining subjects of their respective grades. The practical effect of this modification is to make English compulsory in all grades, and to allow pupils to take as a minimum any two of the following subjects: Book-keeping, Algebra, Geometry, Latin and Greek. Heretofore Latin has been compulsory in Grade III. of the Model, and in Grades I. and II. of the Academy course. As before, Botany, Chemistry or Physics is to be taken instead of Greek.

11. At the last meeting of the Protestant Committee it was decided to offer three prizes for competition among the superior schools of the Province, for the school premises most neatly maintained—a first prize of one hundred dollars, a second of fifty dollars, and a third of twenty-five dollars, adjudication to be made by the Inspector of Superior Schools, and the amount of the prize, when awarded, to be paid to the commissioners under whose control the successful school is maintained. The first competition to be held in 1895, and no school obtaining a prize to be allowed to compete again within three years, and then only on condition that the school premises have been properly maintained in the interval.

12. The Protestant Committee has long appreciated the value of Normal School training for all who undertake the work of teaching, but has felt that there are sufficient reasons why such training cannot yet be made compulsory in this Province. However, to encourage professional training the Committee has resolved that only professionally trained teachers, or those who hold first-class diplomas under existing regulations, shall be placed in charge of any department of a school subsidized and controlled by the said Committee. This will take effect in July, 1894, and will not apply to teachers during the continuance of their present engagements.

12. No pupil for Grade III. Academy can be presented, in future, for examination by a Model School which is not equipped as an Academy in point of staff.

14. No pupil shall be allowed to proceed to the examination of Grade III. Academy before having passed in Grade II. Academy, unless a reference of the case has been made to the Inspector of Superior Schools.

Current Events.

The Provincial Association of Protestant Teachers holds its annual convention in Montreal on the 19th, 20th, and 21st of October next, and the Executive Committee is able to give the following outline of it:—

The programme as provisionally drawn up gives Thursday morning for organization and the usual reports. On Thursday afternoon Miss Bishop will address the convention on Americanized Delsarte Culture, after which the subject of Writing will be opened by Mr. Wardrop.

Thursday evening will be spent in the High School Buildings, on the invitation of the Protestant Board of School Commissioners, who are kindly giving a conversazione in honour of the gathering. During the evening there will be addresses by Rev. Dr. McVicar, Chairman of the Board; Hon. Mr. Hall, Provincial Treasurer; and Mr. Arthy, President of the Association. The subjects set down for discussion on Friday morning are Agriculture and Technical Education in public schools; the former of which will be opened by Inspector McGregor and Dr. Robins, and the latter by Miss E. Bimmore, B.A. In the afternoon Mr. S. B. Sinclair, B.A., of Hamilton, Ont., will speak on Kindergarten Methods, especially on the application of Froebelian principles to primary classes; Mr. I. Gannell, B.A., of the Montreal High School, who is a specialist in the subject, will follow with a paper on Geography. Friday evening will be devoted to the subject of Drawing by Mrs. Hicks, of Boston, and it is also expected that an address will be delivered by the Rev. A. C. Courtice, B.A., B.D., on the question of Religious Instruction in schools. On Saturday morning Mr. J. W. Alexander, B.A., will read a paper on School Libraries, and Miss Peebles of the McGill Model School will follow with one on English Grammar.

The railroads will allow the usual special rate of a fare and a third to all attending the convention. To secure this reduction members must purchase a first-class, full fare, one way ticket, and obtain a certificate for purchase signed by the railway agent at starting point. These certificates are supplied free by all ticket agents, but to secure them applicants should

be at the station ten minutes before the train is due to leave. These certificates, when accepted by the Treasurer of the Association in Montreal, will entitle the holders to return tickets at one-third the usual rate.

The Richelieu and Ontario Navigation Company grants the same reduction to all presenting the Association's certificate. This certificate and all other necessary information can be obtained by application to the Corresponding Secretary, Mr. Wellington Dixon, High School, Montreal.

No free billets will be offered this year, but members will be provided with good board and lodging at the rate of fifty cents a day for ladies and one dollar for gentlemen. A list of boarding houses will be on hand at the Normal School; but those applying to the Secretary in sufficient time previous to coming to Montreal will be assigned to their stopping places, and notices of the same sent to them, so that they may go there direct from their trains.

—The Principals of superior schools, through a circular sent to them by the Corresponding Secretary, and the Elementary teachers, through their Inspectors, already know of the desire on the part of the Executive Committee to have an Exhibit of School Work. The Committee on Exhibits wish all specimens to be in their hands by Saturday, October 14th. These should be addressed to the Convener of the Committee, Professor Kneeland, McGill Normal School, 32 Belmont Street, Montreal. Teachers of Elementary schools may send their specimens either direct to the above address or they may place them in the hands of the Inspectors in time for them to transmit them to Montreal, before October 14th. It has been already made known that the expense of transportation and all other necessary expenses will be borne by the Association. Send by express when the quantity is large; but if the specimens are few the mail may be utilized. Careful packing will ensure their good condition on delivery.

—Four years ago a commission was appointed to inspect the schools in Prescott and Russell and to report on the teaching of English. They recommended the establishment of a model school for training French teachers, the introduction of bilingual readers and other reforms. A recent inspection has been made and a great improvement is shown. The Plantagenet model school has licensed teachers only when they can pass an examination in English, and teachers have been furnished to places outside the county including some to Quebec. Out of 56 schools visited in 1889, 17 only were classed as very satisfactory, 21 as

fair and 18 as schools in which pupils knew little English. In 1893, 30 are very satisfactory, 15 fair, and 11 only inferior. The time given to English has increased from 2 to 3 hours. In 1889 out of 3210 French children only 2484 were learning English. Now out of 3640, 3631 are learning English.

—At a recent meeting of St. Andrews University Court it was stated that a bequest of £1000 had been made to the university by the late Mr. George Scott, of Eagle Villa, Queen's Road, Peckham, London, and Tullypowrie, Perthshire, for founding one or more scholarships. A report by the committee appointed by the Senatus to superintend the erection of the new chemical laboratory was given in, bearing that Mrs. Purdie, late of Castlecliffe, had defrayed the whole cost of the building, amounting to upwards of £2100, and that she had made a further donation to the university of £200 for the purpose of providing fittings.

—The following is a succinct account of the provisions which have been made in Ontario for the training of teachers ;—“With a view to the training of *all* teachers, the following schools have been established : (1) Kindergartens, including local schools, where a first year's training is given for Assistant's Certificates, and Provincial Kindergartens connected with the normal school, where a second year's training is given for Directors' Certificates. (2) County Model Schools, where all public (elementary) school teachers receive their first professional training (lasting four months) for which third class certificates, *valid for three years only*, are awarded. (3) Provisional Normal Schools for the further training (lasting about six months) of public school teachers who desire to obtain second-class certificates, which are valid for life, (4) The School of Pedagogy for the training of those who desire to obtain certificates as first-class public school teachers, assistant high (secondary) school teachers, and specialists in classics, mathematics, etc. The School of Pedagogy also gives the professional training which, with the necessary scholarship and experience, enables its graduates to obtain subsequently certificates as public school inspectors or principals of high schools and collegiate institutes. All these institutions are pure training schools, and are only open to those who hold independent certificates of general attainments. The examinations for all the teaching certificates are both written and practical, but in the Schools of Pedagogy the two parts are divided, the written test coming at the end of six months' training, the practical only after a subsequent six months' actual experience of school

teaching. Candidates who fail in the latter are generally advised to leave the profession."

—We are unable to give a chronicle of all the changes that have occurred in our Superior Schools at the beginning of another year, on account of the oversight of some of the principals in sending in the names. Among the changes, however, we notice the return of Dr. Howe to active work in Montreal, on the staff of the Collegiate Institute. Mr. Dresser has been re-appointed principal of Aylmer Academy, an occurrence which in itself is the highest of recommendations in honour of that gentleman, after his absence attending college. Mr. G. G. Hipp has been appointed principal of the Bedford Academy, having for colleagues Miss A. Snyder and Miss E. Rix. In Bryson two new teachers have been placed in charge of the Model School, Miss E. Weldon and Miss M. Hauran. Mr. Stanley A. Banfill has taken charge of the Farnham Model School, while Mr. D. Rowat has been appointed to Inverness Academy. Miss M. Lee is head-teacher of the Lachine Model School, and Miss A. J. Wadleigh of Lennoxville. Mr. C. W. Ford, formerly of Rawdon, has gone to Mansonville, and Mr. D. M. Gilmour to Ormstown. Mr. A. L. Gilman has been appointed to Sutton, and Miss Arnold to Ulverton.

—Johns Hopkins, Baltimore, proposes the establishment of a medical school. Women are to be received as students on the same terms as men. All the advantages offered by the school either in its connection with the university or the hospital, are to be shared by all, regardless of sex. The educational standard for admission to the new school has been set very high, and the intention of the managers is to make it one of the great medical schools of the world. There is probably room for a medical school of high grade, well equipped with superior facilities and founded upon the co-educational idea.

—At the last meeting of the Protestant Board of School Commissioners of Quebec, the following minute was duly confirmed, it having been at a previous meeting unanimously resolved:—

"That the members of the Board desire to place on record their appreciation of the valuable services of the retiring Commissioners, Messrs. William Hossack, Robert Brodie and William Brown, whose constant attention to their duties as Commissioners and earnest endeavors in the cause of education have been of the greatest service to the Board and benefit to the schools under their supervision; and further, that special recognition is due to the more than ordinary

service rendered by Mr. Hossack, the late chairman, inasmuch as that gentleman has served for a period of over twenty-four years, during which he has always been most active and untiring in furthering the interest of the schools, and that it is to be hoped that, though now retired from an office he has so ably filled, he will yet for a long time aid the schools by his advice and experience, and encourage both teachers and pupils by a continuance of the kindly interest he has always manifested in their welfare."

Mr. Hossack appeared before the Board at its last meeting, and, in referring to the complimentary terms in which the Board had spoken of his long connection with the Commissioners' schools and their supervision, said that he had served for a quarter of a century, and had always taken an interest in the improvement of the schools. The condition of his health had led him to sever his connection which had been so long maintained between him and the Board officials; and yet he would be none the less interested, as long as he was spared, in the work of education in Quebec. To visit the schools would always be a pleasure to him in the future as in the past. It was no doubt of some importance that there should be changes in the *personnel* of such a body. New blood introduced new ideas, and he felt convinced the Board, as at present constituted, was eminently fitted to further the cause of education in the community. After referring to the financial position of the schools, Mr. Hossack again thanked the Board for their kindly expressions in connection with his resignation, and felt assured that the future would realize further improvement as the years went by.

The following letter was received from Mr. Brodie:—

"My Dear Sir,—Please convey to the Protestant Board of School Commissioners my sincere thanks for the resolution so kindly passed by it on the occasion of my retirement from the Board. My nine years' service as a Commissioner was to me both profitable and pleasant, so much so that it was with some degree of regret that I declined a re-nomination to the office, and although no longer a member of the Board, I shall always feel a deep interest in the success of the different schools under the Board's control.

Yours very sincerely,

ROBERT BRODIE."

—Westminster University, Denver, Col., has recently sold fifty blocks, at \$5,000 each, realizing \$250,000. With this

sum the mile square of lots and blocks, together with the main University building and all other buildings and improvements, have been paid for in full, and notwithstanding the difficulty of securing cash in hand at this particular time, an arrangement is being made so that every claim of every sort that is due against the University will be paid during the next thirty days. At that time the institution will not only be without incumbrance, but will own, at present values, \$500,000 free.

—One of the distinguishing features of Jena as a place for studying pedagogy is that in connection with the university chair there exists also a practice school, which is a part of the university and entirely under the control of the professor of pedagogy. It is the only school of the kind in Germany. Any student who wishes, may give instruction there as long as he desires. Such teaching is done under the constant supervision of an expert, regularly employed, and here the theory in the lectures finds its application.

—In connection with public schools of Scotland, attention has been drawn to the rate at which the number of women employed in them is increasing. This is very noticeable. On the other hand, the supply of male teachers is showing no sign of increasing; this year, indeed, there has been a very marked falling off in the number of male candidates for admission to the training colleges. Moreover, the number of untrained teachers is increasing, and the Department is doing nothing in the matter beyond issuing annually in the Education Report a stereotyped statement about the inferiority of acting teachers' papers at the Christmas examinations. The Glasgow School Board has taken steps to secure special preparation of acting teachers in its service for these examinations, but any arrangements the Board can make must prove a very inadequate substitute for the regular training college course. The Department must allow the training colleges to take in a large number of students, and must at the same time cease to countenance the employment of untrained teachers. The Aberdeen School Board has now completed its arrangements for allowing its teachers to complete their graduation course at the University without giving up their posts. At present many teachers are allowed to take two university sessions alongside of the two training college sessions, and frequently a third university session is completed before they are appointed to schools. In order, however, to complete their attendance at University classes they have had to throw up their school appointments. The Aberdeen

Board deserves credit for its generous arrangements, which are sure to be highly appreciated by the teachers lucky enough to be in Aberdeen schools.

—The President of the Congress of National School Teachers in Ireland, in his address, reviewed the progress that had been made during the last twenty years in improving the financial position of the teachers, and showed that very substantial advantages had been gained, a result mainly due to the steady agitation carried on by the teachers' organization. He pointed out, however, that something still remains to be done before the Irish teachers are placed in as good a position as their fellow-workers in England and Scotland. In particular, the unlimited power of the local managers over the teachers, and the fact that the inspectors are not chosen from the ranks of the teachers, were dwelt on as defects. A large portion of the address was given to a criticism of the system of payment by results and the type of teaching it tends to create. Mr. Simmons passed a severe condemnation on the system, and pointed out that though it had been discarded in Great Britain, and though there was a complete consensus against it among the Irish teachers, yet it had full sway in Ireland, a proof that Irish education was much behind the stage now reached in other countries.

—A meeting of the Germans of Montreal was held in the German Protestant Church, St. Dominique street, for the purpose of forming a German-English school in the city. Mr. Thicke presided, and resolutions were adopted to solicit subscriptions to enable the projectors to start at once. The meeting was a large and representative one, and much enthusiasm was manifested. A teacher, who is a Canadian by birth, but who has received his education in a German university, has already been engaged.

Literature, Historical Notes, etc.

FROEBEL: HIS LIFE AND INFLUENCE ON MODERN EDUCATION.

I. Froebel, the noted German educator, was born in Thuringia, in 1782. His mother died during his infancy, and his education was directed by his father and uncle, both of whom were village pastors. Like Pestalozzi, he was dreamy and visionary. He was of a deep religious nature, and passionately fond of nature, which he claimed gave the "clearest and most obvious" teachings in morality. After studying with poor

success law, mineralogy, agriculture, and architecture, he settled upon teaching as his life's work.

II. AS A TEACHER. He began to teach in Frankfort in 1805 at the age of twenty-three. Here he applied, with marked success, the Pestalozzian methods. In company with three of his pupils, he went to Yverdon in 1808, and spent two years in teaching in the Institute to become better acquainted with the methods of Pestalozzi. In 1811, he published his "Treatise on Sphericity," in which he says, "The sphere is like the prototype or the unity of all bodies and of all forms." To him the sphere was a symbol of the spiritual life. It is full of imagery and imagination, but almost destitute of philosophic acumen. In 1814, he became an assistant in a mineralogical museum in Berlin.

III. THE INSTITUTE AT KEILHAW. About 1816, he opened a school with five pupils, all of whom were his nephews, and called it the General German Institute of Education. He obtained as assistants Langenthal and Middendorf. Fröbel and his associates applied with faithfulness the methods of Pestalozzi. Physical, mental, and moral education went hand in hand. The discipline of the institute was rigid, and much time was devoted to religious training. Fröbel was accustomed to say, "All education that is not founded on religion is sterile, and all education that is not founded on the Christian religion is defective and incomplete." In 1829, he was forced to close the institute at Keilhaw. He did not possess the general ability essential in building and maintaining an institute of learning.

In 1826, he published his most famous work—*The Education of Man*. This work does not present so much the practical workings of the methods of Fröbel as his peculiar philosophic opinions. It is not much read, and little understood by those who read it. It is full of mysticism and obscure speculations. In it, he teaches that "everything comes solely from God;" that "the end, the destiny of each thing, is to publish abroad its being, the activity of God which operates in it;" and that education should be a work of "liberty and spontaneity." He inculcates in this work that children should be taught to study nature, mathematics, language, artistic studies, and religious principles.

III. THE KINDERGARTENS. About two years after he closed his institute at Keilhaw, he became director of an orphan asylum at Burgdorf. He there conceived the notion of devoting his efforts to the education of early childhood. In 1837

he established his first infant school at Blankenburg. In 1840 he invented the term *Kindergarten* as the name of his infant school. The word means *children's garden*. It is claimed that Fröbel conceived the idea of an infant school from witnessing a child playing ball. Fröbel announced as the first principal of his *Kindergarten* that a child ought to play, and to play with a ball. He presented to the child under the name of gifts the following objects: (1) The ball; (2) the sphere and cube; (3) the cube divided into eight equal parts; (4) the cube divided into eight rectangular parallelepipeds; (5) the cube divided into twenty-seven equal cubes. To these he also added pieces of paper, strips of wood, and little sticks.

IV. HIS PRINCIPLES AND METHODS. Fröbel desired his children to use these objects, as symbols of the laws of the universe. His admirers have entirely discarded this idea. He regarded play as nature's method of teaching the child, and recognized in the child a taste for observation and a need of activity. He also fully appreciated the individuality of the child. His plays for children were, for the most part, well calculated to awaken and strengthen the growing faculties of the young. Fröbel was mistaken in supposing that the ball, cube, and cylinder were nature's simplest forms, for nature presents instead of these the irregular forms of trees, plants, animals, and other objects.

V. HIS LAST WORK. In 1844 he was compelled to close his school from a want of necessary funds. He travelled somewhat extensively through Germany for the purpose of making known his methods. Discouraged at the results of his trip, he returned to Keilhaw, where he opened a normal school for young women who were preparing themselves for the education of infants. In 1850, he transferred his school to the castle of Marienthal, where he gave personal attention to the plays of the children and trained *Kindergartners*.

VI. HIS INFLUENCE ON MODERN CIVILIZATION. Fröbel accomplished for infant education what Pestalozzi did for elementary. His influence is felt in every part of the world where *Kindergartens* have been formed. They may be found in France, Germany, Austria, England, the United States, and other countries. The report of the Commissioner of Education shows that there are more than five hundred and seventy.

BEOWULF, OUR FIRST EPIC.

Among the rare and valuable manuscripts of the British Museum is one written on parchment and belonging to the

Cottonian collection. The fire which, in 1731, destroyed many of the valuable documents belonging to the Cottonian library seriously injured this document, and rough handling afterwards added to its destruction and defacement. So far as can be made out, this manuscript belongs to the eighth century. It is made up of two parts, written evidently at different times and by different hands. Undoubtedly it is copied from older manuscripts. Pages 130 to 198 of this venerable document contain *Beowulf*—the oldest English epic. How old it is we do not know, but without doubt it was recited by our Saxon fore-bears long before Hengist and Horsa landed on the isle of Thanet. The main drift of the poem, the pictures it presents of Teutonic life and customs, and the views it gives of ancient beliefs, all point to an early and pre-Christian origin. On the other hand, the references to the Biblical story of Cain, the belief in an all-wise and overruling Providence show our present version to be later than 597 A. D. These two divergent views are easily reconcilable on the hypothesis that the old heathen saga brought into England by the Saxon invaders and sung by them at their feasts and festivals, was rewrought into its present form by some skillful bard somewhere about the beginning of the eighth century, and that to him it owes its Christian cast.

The story faded out of memory and was forgotten when the Saxon was merged in the Englishman. Only that one copy survived, if ever more were made, and it was written in a tongue that had become strange to the people who now inhabited the land. The first reference to the poem was made by Wanley in his catalogue, written in 1705, in which he quoted verses 1—19, and 53—73. In 1786, Dr. C. J. Thorkelin, of Copenhagen, made a copy of the poem, and set to work to read and interpret it. For twenty years he labored at his task, and at last, in 1807, he was ready to print it when the bombardment of Copenhagen by the British set fire to his house and ruthlessly destroyed the fruits of his twenty years of labor. Undaunted by this catastrophe, the plucky Dane again essayed the task, and, in 1815, after almost thirty years of labor, gave to the world the first edition of the entire poem. Meantime, Sharon Turner had published some extracts from the poem in his *History of the Anglo-Saxons*, and Conybeare in his *Illustration of Anglo-Saxon Poetry*, 1826, gave an exhaustive analysis of the contents of the poem. Since then, numerous editions have been issued by English and German scholars, and several translations have been published.

II. The story of the poem is simple. Hrothgar, king of the Danes, was desirous of building a great banquet or mead-hall, "Grander than men of the era ever had heard of," and finally accomplished his purpose. But his joy and the delight of his people were of brief duration. Grendel, the "march-stepper famous, who dwelt in the moor-fens, the march and the fastness," came by night after the inaugural banquet was over, and devoured thirty of the king's heroes. Night after night were these depredations continued, until the splendid hall stood silent and deserted. For twelve long years Hrothgar and his vassals lived in fear and terror. This state of things comes finally to the ears of Beowulf the son of Scyld, one of the Geats, and he determines to free Hrothgar from these persecutions of Grendel. With fourteen companions he sets sail, and in twenty-four hours reaches the Danish coast and is received by Hrothgar with great gladness. A feast is held in the hall, Hrothgar is "blithesome and joyous," his queen, Wealtheow, comes to the banquet, presents the mead cup to Beowulf and thanks God "that in any of earlmen she ever should look for solace in sorrow." The feast over, Hrothgar and his followers leave Beowulf and his companions in charge of the hall. When they have gone to sleep Grendel comes, tears open the door, seizes and slays a warrior. Beowulf then grapples with the monster and a terrific struggle ensues, but the monster is vanquished. Great joy follows this announcement and Hrothgar lavishes gifts upon his deliverer, to whom another great feast is given. Grendel's mother, a foul fiend, comes to avenge her son's death, and murders one of Hrothgar's liegemen. Beowulf then undertakes to slay her and follows her to her lair—a day's journey under the sea—and there grapples with her. Long and furious is the combat, but at length Beowulf sees in her den a giant sword, seizes it, smites the monster therewith, and thus gains the victory. Observing the dead body of Grendel lying in the cave, Beowulf cuts off the head and brings it back with him to the great mead hall. More rejoicing follows. Soon Beowulf bids farewell and goes back to his own home, where, after his father's death, he rules for fifty years. Then a dragon, or fire-drake, devastates a part of his kingdom. Beowulf determines to conquer it and sets out with eleven comrades: only one of these, Wiglaf, proves faithful, the others "sped to the forest" at sight of the beast. Long and bloody is the conflict, but Beowulf vanquishes the foe, though he, too, receives his death wound. His people mourn him, and at Wiglaf's behest build a great funeral pyre and mourn their

dead lord, of whom they said "He was gentlest of kings under heaven, mildest of men and most philanthropic; friendliest to folk-troops and fondest of honor."

III. Not for the story, but for the insight into early manners, customs and beliefs, is the poem valuable. This meagre outline is filled out with descriptions of their feasts, with songs commemorative of deeds and heroes, and speeches of the leading actors. The poem, as printed in Grein, contains 3,183 verses. It is written in the Saxon alliterative style—the heroic verse of early English. Readers of Tennyson and Longfellow know of the effectiveness of alliteration in modern verse, though Professor Corson well says in his recently published *Primer of English Verse*, that "readers of modern poetry are, perhaps, not generally aware of what a great, though secret, power alliteration is, in all the best poets from Spenser to Tennyson."

These short, alliterative verses, abrupt, eager, passionate, denote the spirit and temper of the poet. With stroke upon stroke he sets forth by epithet and metaphor the characteristics of the time and of the people. The original is hard reading. The variety of epithets, the bold and unlooked-for metaphors, the quick turns in the narrative make the sense somewhat obscure, and call for an extended knowledge of the language. It is said that there are but five similes in the whole poem. "The author," as Longfellow, who was a linguist as well a poet, says, "is too much in earnest to multiply epithets and gorgeous figures. At times he is tedious, at times obscure, and he who undertakes to read the original will find it no easy task."

IV. For this reason a good and faithful translation is extremely desirable. Several have essayed the task. In England, Kemble published a prose version in 1837, and Thomas Arnold another in 1876. It was translated into English verse by Wacerbarth in 1849, by Thorpe in 1855, and by Lamsden in 1881. But all these sought to render the sense of the original and paid no attention to its form. In our own country Professor J. M. Garnett, in 1882, gave an excellent line for line translation, using alliteration occasionally. But Professor Hall, in his newest and best version, gives an alliterative verse translation, though he has not carried this so far as to sacrifice sense to sound. Only occasionally does he use end rhyme, and the stresses of Saxon verse are carefully retained. Much of the flavor of the original is imparted by the retention of the parallelisms so numerous in Saxon verse. Necessarily this demands the use of some archaic words, though few of these are unintelligible to the readers of modern verse, and there are

fewer still which do not deserve a permanent place in our vocabulary. The translator has done English readers a good service and deserves the heartiest commendations of scholars for this new proof of the vigor and vitality of American scholarship.

We heartily join in the wish that Beowulf may speedily become as familiar to the average reader as Homer. Nay, it should become more familiar by its relationship to us. The poem deserves attentive reading. The traditions of our race demand it. The character of the hero is worthy of it. Even Taine praises him. "Beowulf is a hero," he says, "a knight-errant before the days of chivalry. * * * Rude as the poetry is, its hero is grand; he is so simply by his deeds." Making such a hero known to the people is doing a praiseworthy public service, and the translator is entitled to his meed of praise. Like the hero of the poem, he can say: "I proudly distinguished thy land with my labors."

Practical Hints and Examination Papers.

TEACHING SPELLING.—Perhaps a few devices which have been successful may be of use to others. To begin, a sentiment in favor of good spelling should be fostered from the very first day of school. Pupils should be made to feel that they have committed a high crime and misdemeanor every time they misspell a word, especially if the words are the familiar ones of their own vocabulary. Hold them responsible for the spelling of every word they read; make it a rule never to use a word new to them without writing it on the board, dividing it into two syllables and using diacritical marks while writing; frequently, and at unexpected times, have short, oral lessons, giving them words occurring in their geography or other studies, and insist that they pronounce the whole word and each syllable *before* spelling; as phonetic; pho-net-ic; pho, p-h-o; net, n-e-t; ic, i-c; phonetic. Since many words are spelled as they are pronounced, it is obvious that the dividing into syllables and pronouncing each one before spelling is an immense help. For helping the spelling of written work this device has been very successful; an outline of the composition has been developed and written on the board; a place on the board has been assigned to each pupil. Each child is told to stand as soon as he has thought out his first sentence. As soon as most of the school are on their feet, the pupils are directed to go to the board and write out any word about whose spelling they are doubtful. The teacher stands in the middle of the room criticising the work of each pupil in turn. The pupils go back to their desks and write sentences upon being told that their orthography is correct. This method is pursued in regard to each sentence as it is composed.

During the first part of the year care must be taken to make the compositions short; each topic especially should be brief, or the teacher will be deluged with so many questions in regard to the words in each that she will not be able to accomplish anything. As the pupils grow more certain of their orthography, more complex compositions may be attempted. This plan has two advantages; one, that it brings about a decided improvement in spelling; the other, that it cultivates the habit of making a complete thought in the mind before attempting to express it. Another help in spelling is to have each pupil keep a spelling note-book. In this he writes correctly every word which he has misspelled in any kind of work. Once in two weeks, compile a list of words from the note-books of the whole school, selecting those which have been generally misspelled and have a regular spelling lesson on them.

LANGUAGE LESSON ON IRON.—Show a piece of iron and ask its name. Show a smoothing iron and ask the difference between it and the piece of iron. Ask what must be done with a square piece of gutta-percha to make it into a ball. (Melt it.) Draw from children that iron, when exposed to very great heat, melts. By reference to a stove-pipe, elicit that iron can be beaten out into large sheets. Give word *malleable* and couple it with *mallet* (a hammer). Show a piece of wire and ask what it is made of. Elicit that iron may be drawn out into wire as fine as a hair. Give *ductile*. By comparing iron with clay, elicit that is *hard*. By comparing the wire with thread, elicit that iron is *strong*. Ask what dampness does to iron, and elicit the reason for tinning iron vessels and painting roofs. Show steel buckle and ask of what it is made and what steel is. Explain that iron is made into steel by intense heat and sudden cooling. Ask which takes the higher polish, steel or common iron, and elicit the better adaptability of steel for buttons and ornaments. Ask which will break more easily and elicit the superior value of steel for cutlery, etc. Ask which will bend and spring back again, and elicit that steel is used for springs of different kinds. Draw out the word *elastic*. Review the qualities of iron and write their adjectives on the black-board. Require a composition on iron, in which all of these adjectives shall be used.

THE TEACHER'S NOTE BOOK.—Teacher, keep a note book. There are two chief benefits to be derived from practice. One is that you will be watchful for something valuable to enter on its pages; the other that you will find yourself anxious to do something that will be worthy of entry. Here is a place for your successes and your failures. Here is where you can make yourself a help to every one else in the profession. Even your failures will be useful to you as well as to your neighbor. Do you appreciate how helpful you may thus be in communicating these successes and failures to other teachers through the educational journals of the day? Do you appreciate how little (shall we say?) you are doing in that direction at the present time?

Why not begin at once to keep this record for your own good even if you are not willing to communicate its contents to the public?

A FRIDAY AFTERNOON EXPERIMENT.—I had for a great many years dismissed an hour earlier on Friday afternoon every pupil that had not been late during the week. Strange to say, I found pupils who did not care to go; and parents told me they would rather I would keep them. And again, I had dismissed a punctual boy, and when the time for the usual dismissal came I found he was in the yard. "Why are you here?" "I am waiting for the other boys. I didn't want to go home alone." This set me thinking. I thought on it a great deal. Finally I purchased some toy flags, together with a standard, on which was a flag one foot square. This I mounted, so as to make it very gay. The next Monday morning I went to school early and arranged the flags about the room. Upon entering the room, the children besieged me with questions as to what we were going to do with the flags. I told them we would form a "company," for training on Friday afternoons; there was a flag for each child who would try not to be late, not to be absent, and would try to please and help his teacher and make the school pleasant. All were delighted with the idea, and it was a wonderful thing for me to see the result. All the week the children studied and recited to my entire satisfaction. I read out on Friday afternoon the names of those who could march. I appointed one as captain, and then I called up another and gave him a flag, and so on. Then we began to march with the words "right face," and to a tune we had learned to sing to "La la." Permission was asked to bring a drum and I granted it, so that we had martial music, and this added still more pleasure to the occasion. While children should come from noble motives, it is not always easy to set them in operation. I was surprised then, and have been since, nor can I well explain it. Four things I see make up the charm: (1) The movement, (2) the uniformity, (3) the gay colors, (4) the music. But there seems to be something else. I did not shut out those who were late, I let in all who had evidently tried to do well. If a child was not in fault, we would vote to excuse him, and it would have been hard to tell whether the child or the class derived the greater pleasure.

THE TEACHER'S HAND-BELL: WHEN SHOULD SHE USE IT?—Why should she ever use it? What is more ruinous to the good discipline of a school-room than for a teacher to speak and ring her bell at the same time? *The force of one is killed by the other*, and yet the teacher who has the *hand-bell habit* is pretty certain to supplement its ring by a command in close connection with it. When is there an occasion in any school when a pencil tap *without words* is not sufficient to secure the attention of an entire room that may be absorbed at the time in some uniform exercise? The silent gesture of an up-lifted hand is best of all. A well-disciplined, observant room can be managed by this alone. Carry home the hand-bell, teachers. Just

here I asked a teacher by my side—a skilful, experienced one—“Do you use a hand-bell?” “No,” she answered emphatically, “I have never used one since my first year when I banged one all the time. They are noisy, unnecessary, and unaesthetic.” Fortified with this corroborative testimony, again I advise, “Put away the hand-bell.”

SUGGESTIONS CONCERNING DISCIPLINE.—1. Prevention of the wrong doing is better than punishing the wrong done. 2. Never charge a pupil with a misdemeanor on mere suspicion, never at all unless you have positive proof, an absolute demonstration, that he is the guilty one. 3. Exercise great care in taking a stand that you may have no occasion to retreat. 4. Fault-finding is not calculated to cure a fault. 5. Distrust in the teacher breeds deceit in the pupil. *Therefore* always trust your pupils. 6. Absolute self-control on the part of the teacher is a necessary prerequisite to proper control of the pupils. 7. Obedience won is far better and easier than obedience compelled. 8. A child properly employed is easily controlled. 9. A school not properly controlled is a school of little progress or profit. 10. Never threaten; never chide angrily; above all, never use, in the least degree or under any circumstances, SARCASM.

HABIT IN CHARACTER BUILDING.—As “heirs of all ages,” there is one portion of heritage which no child now in school should be allowed to leave without possessing. It is the very impressive lesson on the influence of habit in the formation of character which has been contributed to the present generation by two talented writers, one a novelist, the other a philosopher. The novelist, George Eliot, traces the growth of a habit in one of her characters, Tito Milema in “Romola,” until on a sudden impulse he commits an act of infamy. The philosopher, Prof. James, of Harvard, in his work on “Psychology,” shows, with the clearness of a demonstration, the tendency of mental impressions to carve out for themselves channels in the brain, into which succeeding impulses of like kind tend to run. In writing this chapter, Prof. James has established a claim to be considered one of the world’s benefactors. Every teacher should study it and give it to her pupils—to the limit of their comprehension. It cannot fail to have a marked effect in character building. An opportunity for a moral lesson of this kind might perhaps be found in connection with the history lesson. As the class approaches a study of Italy, let the teacher read Romola, and when Florence is reached let selections descriptive of the customs and manners of the people be read in class. Then sketch briefly and forcibly the career of Tito up to the time when he denies his foster-father on the Duomo. Quote in explanation of his conduct the author’s words that “we prepare ourselves for sudden deeds by the reiterated choice for good or evil that determines character.” Then give the class as much as they can understand of Prof. James’ explanation of the workings of habit and show how it shapes one’s life, either for success or failure. Don’t preach. Don’t ramble on “off into the sand,” as somebody once said of a certain

lecturer's periods. Read and think over your subject until your soul is full of it; then make your points briefly, clearly, and forcibly. Finally ask the class to write an exercise on "Habit and its Effects upon Character."

IS HE TELLING A STORY.—"John, you may recite." "I forgot, sir, that the page was torn out of my book and I could not study the lesson last night." "Since when is the page missing?" "Ever since my sister had it last year." "That is a pretty story, John. Let me see your book." If that teacher could only see what an effect his cutting words have on the boy. "What have I done that he should doubt my word?" he asks himself. "Have I ever deceived him? I am a liar in his eyes, and he dares to show it before the whole class. A liar? I? and I always thought so much of him." The poor boy's eyes are filled with tears, his heart swells into his throat; he feels like crying, but boyish pride chills his emotions and hides the grief under the mask of a smile. The teacher does not know that he has lost his hold on the boy,—perhaps forever. Thomas Arnold always placed implicit confidence in a pupil's assertion. "If *you* say so," he would say, "that is quite enough. "Of *course* I believe your word." And what was the result? There grew in consequence a general feeling, "it was a shame to tell Arnold a lie, he always believes one."

Whether or not a pupil knows that the earth revolves round the sun, that Paris is the capital of France, that Mary is a proper noun, etc., is itself of little consequence in education. Pestalozzi never learned to spell correctly, yet he made his mark in the world. But the boy whose knowledge of the earth's movements, for instance, becomes an impulse to enquire more deeply into geography, to observe other physical phenomena, and search for an explanation of their causes, is quite different from the one who does not care whether the earth turns, slides, or stands still. It is interest that distinguishes one from the other. An accumulation of dead facts is of as much value to the possessor as dead stock to the business man. Interest is what gives knowledge true worth, and makes it a living power that constantly seeks to extend, correct, and deepen itself. Hence the teacher who does not want to waste time aims *not* at mere knowledge, but to arouse and maintain a lively interest in the different branches of learning.

ALGEBRA (GRADE III. MODEL SCHOOL, OR GRADE I. ACADEMY.)

[Answer two questions from each Section.]

SECTION I.

1. Subtract $4x^3 + 2x^2 - 2x - 14$ from $7x^3 - 2x^2 + 2x + 2$, and from the remainder subtract $2x^3 - 8x^2 + 4x + 16$.

2. Find the quotient of $3a^4 - 10a^3b + 22a^2b^2 - 22ab^3 + 15b^4$ when divided by $a^2 - 2ab + 3b^2$, and then from the quotient find the dividend.

3. Find the G. C. M. of $x^3 - 4x + 3$ and $4x^3 - 9x^2 - 15x + 18$. Find the L. C. M. of $x^2 - 1$, $x^3 + 1$, and $x^3 - 1$.

SECTION II.

4. Solve the following by the usual formulæ :—

$$(a) (2a + b)^2$$

$$(b) (2a - b)^2$$

$$(c) (2a + b) \times (2a - b)$$

5. Resolve into elementary factors :—

$$(a) x^2 - 15x + 50 \quad (c) x^6 - 64$$

$$(b) x^2 - 7x - 44 \quad (d) x^2 - 13xy + 42y^2$$

6. When is $x^n - y^n$ divisible by $x - y$ and when by $x + y$? Assume a numerical value for the n th power, and give the quotient in each case.

SECTION III.

7. Solve the following equations :—

$$(a) 16x - 11 = 7x + 70 \quad (c) \frac{7x + 5}{6} - \frac{5x + 6}{4} = \frac{8 - 5x}{12}$$

$$(b) x + \frac{x}{2} = 11 - \frac{x}{3} \quad (d) x - 3 - (3 - x)(x + 1) = x(x - 3) + 8$$

8. What number is that which, being added to its fourth part, the sum is equal to 10?

9. Divide \$470 among three persons so that the second may have \$10 more than the first, and the third \$30 more than the second.

ALGEBRA (GRADE II. ACADEMY.)

[Only two questions to be answered from each Section.]

SECTION I.

1. Divide $x^3 - 3xy - y^3 - 1$ by $x - y - 1$ and multiply the quotient by $x - y$.

2. Find the factors of $a^2 + 9ab + 20b^2$, and of $(a + b)^2 - 11c(a + b) + 30c^2$.

3. Simplify the fractions :—

$$\frac{x^3 + a^3}{x^4 - a^2 x^2 + a^4} \quad \text{and} \quad \frac{a^3 + b^3}{a^2 - b^2}$$

SECTION II.

4. Solve the following equations :—

$$(a) \frac{1}{2}(2x - 10) - \frac{1}{3}(3x - 40) = 15 - \frac{1}{2}(57 - x).$$

$$(b) (x - a)(x - b) = (x - a - b)^2.$$

$$(c) \frac{2x - 6}{3x - 8} = \frac{2x - 5}{3x - 7}$$

5. Solve the following equations :—

$$(a) 5x + 6x - 8 = 75x + 25.$$

$$(b) \sqrt{4x} + \sqrt{4x - 7} = 7.$$

6. Solve the following problems :—

(a) After A has received £10 from B, he has as much money as

B and £6 more; and between them they have £40: What money had each at first?

(b) Divide the number 90 into four parts, such that the first increased by 2, the second diminished by 2, the third multiplied by 2, and the fourth divided by 2, may all be equal.

(c) A prize of £2,000 was divided between A and B so that their shares were in the proportion of 7 to 9. What was the share of each?

SECTION III.

7. Simplify $16 - \{5 - 2x - [1 - (3 - x)]\}$ and $a - \{b - c - (d - e)\}$

8. Find the G. C. M. of $x^2 - 4x + 3$ and $4x^2 - 9x^2 - 15x + 18$, and the L. C. M. of $x^2 - 1$, $x^2 + 1$, $x^4 + 1$, $x^8 - 1$.

9. Give the definitions of the following technical terms in Algebra:—*Co-efficient, factor, multiple, power, continued product, binomial, index, vinculum, minus, equation.*

GEOMETRY (GRADE III. MODEL SCHOOL, OR I. ACADEMY.)

[Two questions from each section to be answered.]

SECTION I.

1. Define the following terms:—A *line*, an *angle*, a *right angle* and an *obtuse angle*. Draw a figure of the last two.

2. What is an *axiom*? a *postulate*? Give Euclid's three postulates. Write out four axioms.

3. What is a *theorem*? a *problem*? Enunciate the first theorem and the first problem of Book I.

SECTION II.

4. In the proposition from a given *point* to draw a straight line equal to a given straight line, state in what positions the given point may be with relation to the given line. Demonstrate the proposition by the method you consider the easiest.

5. Draw a straight line perpendicular to a given straight line of unlimited length from a given point without it, and prove the accuracy of the construction.

6. Prove that any two angles of a triangle are less than two right angles.

SECTION III.

7. Prove that if from the ends of the side of a triangle there be drawn two straight lines to a point within the triangle, these will be less than the other sides of the triangle, but will contain a greater angle.

8. At a given point in a given straight line make an angle equal to a given angle, and prove the accuracy of your construction.

9. Name the several conditions of equality of triangles, and prove one of the cases you specify.

GEOMETRY (GRADE II. ACADEMY.)

[Two questions are to be answered from each Section.]

SECTION I.

1. Construct accurately with ruler and pencil the figures of propositions XVI., XLVII. and XIX.
2. Define a line, a circle, an angle, an oblong, a parallelogram.
3. Prove that the exterior angle of any triangle is equal to the two interior and opposite angles and that the three interior angles are equal to two right angles.

SECTION II.

4. Prove that parallelograms on the same base and between the same parallels are equal to one another.
5. Describe a triangle which shall have its three sides respectively equal to three straight lines, any two of which are greater than the third.
6. Prove that the complements about the diameter of any parallelogram are equal to one another.

SECTION III.

7. Describe a square that shall be equal to a given rectilineal figure.
8. If a straight line be divided into any two parts, prove that the squares on the whole line and on one of the parts are equal to twice the rectangle contained by the whole and that part, together with the square of the other part.
9. Prove that if the squares of two sides of a triangle are together equal to the square on the third side that the triangle is a right-angled triangle.

LATIN (GRADE II. ACADEMY.)

(Two questions are to be answered from each section.)

SECTION I.

1. Translate into good English :—*Postridie ejus diei, quod omnino biduum supererat, cum exercitu frumentum metiri oporteret, et quod a Bibracte, oppido Eduorum longe maximo et copiosissimo, non Amplius millibus passuum octodecim aberat, rei frumentariae prospiciendum existimavit, iter ab Helvetiis avertit ac Bibracte ire contendit. Ea res per fugitivos Lucii Æmilii decurionis equitum Gallorum, hostibus nunciatur. Helvetii, seu quod timore perterritos Romanos discedere a se existimarent, eo magis quod pridie, superioribus locis occupatis, prælium non commovissent; sive eo, quod re frumentaria intercludi posse confiderent; commutato consilio atque itinere converso, nostros a novissimo agmine insequi ac lacessere cœperunt.*

2. Translate into Latin :—When this had been announced to Cæsar, he hastens to set out from the city. He hastens into Gaul by

forced marches and orders the bridge near Geneva to be cut down. The Helvetians send as ambassadors to him, the nobles of the state. They say that they will make their way through the province without injury to any one.

SECTION II.

3. Give the principal parts of any ten of the verbs in the Latin selection, no two of them being the same.

4. Parse the first ten nouns in the Latin selection and mention the gender particularly.

5. Decline in full *tu*, *quis*, and *agnus*.

SECTION III.

6. Who were Julius Cæsar, Orgetorix, Divitiacus, Dumnorix and Labienus?

7. Write out in full the perfect tenses and the future perfect tenses active indicative of *amo*, *moneo*, *rego* and *audio*.

8. Write out ten of the rules of Latin Syntax, giving an example of each by means of a Latin sentence.

FRENCH (GRADE II. ACADEMY.)

[Two questions to be answered from each section.]

SECTION I.

1. Translate :—L'amiral resta bouche béante, deux ou trois fois il fit mine de répondre : ce qui ne veut pas dire qu'il n'existent pas. L'escadre se trouva en pleine mer. Torso observa, l'amiral n'entend pas de cette oreille-là. J'en demande pardon à votre Altesse Impériale. Je ne te fait pas grâce d'un seul, il me faut mes dix coups. Un jour, il était allé faire une promenade dans une calèche à deux places. Il n'y a plus d'eau ici, s'écria le prisonnier. Je chantais, ne vous déplaie vraiment : répondit le valet, c'est très aimable à lui.

Or,—Dieu est notre retraite, notre force, notre secours dans les détresses. C'est pourquoi nous ne craignons point quand même la terre se bouleverserait. Elle fait le bien comme une manière de mériter ce qu'elle sollicite de la providence. Ils savent traire, tirer le lin de la quenouille et vaqueront a tous les ouvrages de la maison. Est-ce qu'il croit le général, que ces cadets-là crachent des pommes cuites ? Les bons auteurs n'ont de l'esprit qu'autant qu'il en faut, ne le cherchent jamais. Qu'allait-il faire dans cette galère ? Contenter tout le monde ? Ecouter ce récit.

2. Translate :—In Egypt people use at dinner neither seats, dishes, spoons, forks, cups, glasses nor napkins. On their knees, or resting their heels, they take their rice with their fingers, cut their meat with their nails, dip their bread in a common dish. With their bread, they wipe their hands and mouth.

Or,—To-day I shall speak for the women and little children. Each must have his turn. We were talking about Cæsar; let us

now pass to mother Verte d'Eau. Every body uttered a loud burst of laughter ; they made a circle, Guillaume lighted his pipe and the old man continued.

SECTION II.

3. Give the imperative of *aimer*, *aller*, *venir*, and the present subjunctive of *savoir* and *craindre*.

4. Give the primitive tenses of six irregular verbs of the third conjugation (five words for each verb).

5. Write out any three tenses of *faire*.

SECTION III.

6. Give a complete list of relative pronouns.

7. Explain the use of *dont*, giving examples.

8. State rules for forming the feminine of adjectives. Give five exceptions, with examples.

Correspondence, etc.

The following has been sent for insertion in the EDUCATIONAL RECORD by Professor Kneeland, which we recommend as worthy the careful consideration of the teachers of the province :

PROVINCIAL ASSOCIATION OF PROTESTANT TEACHERS, SCHOOL EXHIBIT.—The teachers of the province are urged to co-operate with the inspectors in order that an exhibit worthy of our country may be made at the approaching convention. As the convention is held in October, no time should be lost in setting the proper machinery in motion. Information can be obtained from the inspectors or from the committee.

(Signed) A. W. KNEELAND, *Convener Committee*.

McGill Normal School, Montreal.

PREPARATION FOR THE ACADEMY DIPLOMA.

To the Editor of the EDUCATIONAL RECORD :

DEAR SIR,—Teachers in the country—and especially those who are engaged in parts most remote from centres of education—are very much handicapped in the matter of preparation for the higher grade diplomas. They, or rather we, are unable to attend lectures or even to obtain private lessons in any subject on account of our isolation. Our schools are generally three miles apart at least, and only ministers and principals of academies are qualified, as a rule, to give us instruction. The former, by reason of their pastoral duties, cannot turn themselves into private tutors ; and the latter are few and far between, too far apart at any rate for any class to be formed which would pay them for their trouble. This being the case, sir, will you allow me to make a suggestion—viz., that the RECORD publish each month a schedule of work to be done by candidates for the Academy Diploma, so that the work can be covered by next June. In England several

of the journals devoted to education do this, and more. They not only set the work to be done, but get translations of the authors selected as far as the student is expected to go. What an incalculable boon such a system would be to us country teachers! It is true that we can purchase "cribs," but an examiner knows a cribbed translation at once. Latin can rarely be translated literally, and this fact is especially noticeable in translating Virgil. If the RECORD would give us, each month, some hints on the more difficult passages in Book I., in addition to the scheme proposed above, it would confer a boon upon many a one who has to drag out a mere existence as a Backwoods

ELEMENTARY TEACHER.

To the Editor of the EDUCATIONAL RECORD :

DEAR SIR,—For several years the educationists of the Dominion have been looking forward to the production of a new text-book of Canadian history by a competition established for the purpose. The preliminary arrangements are now complete, the money required (\$2,000) having been subscribed by the provinces.

Competing authors will write with permission from the Dominion Committee. The other conditions of competition may be known on application to the secretary.

The author of the best book shall be awarded a royalty of 10 per cent. of its retail price. As there are over 16,000 public schools to use the work, the prize will be one of great value. Authors of the next four manuscripts of merit will receive \$200 each.

The Dominion Committee begs to inform intending writers that it is now prepared to consider applications for permission to write, and that it will receive manuscripts up to January 1, 1895.

The promoters of this movement to have the history of Canada written from a Dominion instead of a Provincial standpoint, as at present, and suitably for general use in all Canadian schools, irrespective of creed or nationality, are actuated by a wish to inspire the boys and girls of the Dominion with a true sense of the nobility and grandeur of the heritage of Canadians, and so to help to create and maintain a unity of patriotic sentiment. In furtherance of that design they solicit the press of Canada, and especially educational journals, to keep the present competition for a time before the public.

W. PATTERSON,

Secretary Dominion History Committee.

Royal Arthur School, Montreal, June 26, 1893.

—The following has been sent to us as a memorandum of instruction to competing authors for the Dominion History about to be published by Mr. W. Patterson, Secretary of the Committee on Canadian History:

1. Writers intending to compete for prizes in the Dominion History competition shall do so with permission from the Dominion History Committee on Manuscripts.

2. Any one may apply for permission to write up to 1st of January, 1894, and not later, unless further extension is allowed by the committee.

3. The names of applicants shall be held in confidence. Only those of competitors who win prizes will in due time be made public.

4. In applying for permission to compete, writers are recommended to submit proofs of their ability.

5. The secretary shall inform applicants who are not considered qualified to write that they will not be required to write.

6. The book shall be written from a Dominion and not from any Provincial standpoint. What is purely provincial shall be repressed, and what is of Dominion interest made prominent.

7. The book shall present the histories of all the provinces as nearly as possible concurrently, and show, too, the points of historical contact and similarity between the provinces from their earliest period.

8. The book shall describe the rise and growth of interests converging towards Confederation, and shall detail the prominent events since Confederation.

9. The book shall be, as far as possible, specially adapted for the public schools of all the provinces and for advanced pupils.

10. It shall be adapted for all schools, irrespective of creed or nationality.

11. Authors are recommended to trace the influence of province upon province, whether in times of war or in the agitations for constitutional reform.

12. The waves of sympathy that passed over the provinces from time to time, and the community of interest that arose and existed between them, especially during troublous periods, should be noticed and described.

13. Wherever the histories of different provinces are interwoven through community of interest, the events of such periods and their causes should be detailed.

14. The common external influences that operated upon the provinces shall be portrayed.

15. Competing authors shall indicate with what maps and portraits the book shall be illustrated.

16. It is expected that the book shall not exceed 400 octavo pages, long primer type.

17. At least four copies, type-written, must be submitted by each author for the consideration of the committee.

18. The Dominion History Committee on Manuscripts shall receive manuscripts up to January 1st, 1895.

19. The successful competitor shall be allowed the usual royalty of 10 per cent. on the retail price on all books sold. Authors of the next four manuscripts of merit shall receive \$200 each.

20. The Dominion History Committee on Manuscripts shall have the right of appropriating suggestions found in submitted manuscripts

and may use the same description to have the manuscript which obtains the royalty amended or otherwise changed.

21. The author of the manuscript considered most satisfactory shall, at the discretion of the committee, amend, add to, or eliminate portions of his work.

22. The said committee shall be the sole judges of the manuscripts submitted, and shall not be bound to accept any not possessing in its opinion sufficient merit.

23. The secretary shall circulate in printed form for the guidance of competing writers, as soon as possible, a statement of the general principles by which the committee shall be guided in judging as to the merits of submitted manuscripts.

24. During the time which will elapse before writers shall receive the said statement of principles referred to in article 23, they are recommended to be collecting material and otherwise preparing for their work.

GEO. W. ROSS, *Chairman,*

Dominion Committee on Canadian History.

THAT FALLACY.

Editor of "School Education":

In the June number of *School Education* I notice an article headed "Point Out the Fallacy," in which it is shown that any two numbers may be proved equal by the ordinary process used in solving affected quadratic equations. To illustrate more clearly, let us solve the following problem:

$$(1) \quad x^2 - 15x = -54$$

$$(2) \quad x^2 - 15x + 27^2 = -54 + 27^2$$

$$(3) \quad x - 15 = \frac{27}{3}$$

$$(4) \quad x = 9, \text{ or } 6,$$

a conclusion contrary to common sense. I shall try to point out the fallacy of this problem, which, by the way will also set Mr. Ross aright. Notice that the sign of equality, =, as in (3) and (4) must not be treated as representing the words "equal to," but as representing the word "represent."

In Section 46 of Robinson's *New Elementary Algebra* is an axiom which states that like roots of equal quantities are equal. But it seems to me that we have no right whatever to make such a statement. It happens often that the roots of two equal quantities are equal (that is roots of same kind); but this is due to other facts. Take, for example, $36 = 36$. Extract the square root of both numbers so that one is positive, the other negative. The answers are 6 and -6. Now, in order to get these quotients, we must divide the two 36's by 6 and -6, respectively, and, if we then treat "=" as representing "equal to," it follows that the opposite of the axiom, "If equals are divided by equals the quotients are equal," is faulty. Consequently if this be the case, the so-called axiom is no axiom at all. Either this axiom or the one previously mentioned is faulty, and, if I were sure of having a just conception of the first-mentioned one,

I should not hesitate to pronounce it to be wrong. Of course, it may be a question as to what the word "like" means in this axiom.

It must be remembered, that every quadratic equation (affected) has two roots unequal in numerical value, except when $b + a^2 = 0$: that two or more numbers which fulfil a given condition are not necessarily equal; that "represent" and "equal" are not synonyms.

In the problem which Mr. Ross sets forth, 7 is not equal to 2, but represents 2. It would be of interest and of advantage to all of us, if some one would investigate as to the truth or falsity of the axiom, "Like roots of equal quantities are equal."

Hoping to see this fully discussed through the columns of your paper, I remain,
Yours respectfully, JOHN O. EVJEN.

LETTER FROM A COUNTRY TEACHER.

(The following is an extract from a letter received some time ago by the editor of this department from a country teacher and it illustrates so well what may be done in elementary science that its publication may help others.)

"In the last part of July I commenced to collect caterpillars and now I have twenty different varieties put up in dilute alcohol in small glass vials, one kind in each. I could not preserve the hairy ones, for the hair would lose its color and fall off. Most of the others have not changed color.

I kept some and fed them on the kind of leaves they would eat. Most of them wanted either hazel, oak or willow leaves. I also found some on grape vines and these would not eat any other kind of leaves. Several kinds showed no preference between oak and hazel leaves. As a rule, those that would eat one kind would eat the other, if they had to try it, even if they did not like them as well.

I found it interesting to study not only the appearance but the nature and habits of these little insects in their preparatory stage. It is curious to see how each kind of caterpillar has its own habit of eating, of crawling, of defending itself and of preparing itself for a higher scale of life. Some do not object much if a person comes around, others drop from the branch in the hope that no one will find them on the earth below and still others hold fast with all their might and sit for half an hour as though they were dead, thinking, like little children, that if they see nobody, nobody sees them.

Three kinds of the caterpillars I fed turned to butterfly chrysalides. One kind ribbed alternately with yellow and black, turned to a green, smooth, silver spotted chrysalis. Of five such chrysalides, it took the first one eleven days and the last one twenty-one days to hatch. They turned to common, red, black striped butterflies (I have not learned the scientific name). Another kind was found on a willow tree. There were hundreds of them, but I took only seven, and when I noticed a few days later, all those on the tree had vanished. Two that I took I put in alcohol, while the other two turned to chrysalides, which were rough, having rows of sharp points along both sides.

The chrysalides were dark-gray in color, and one which I killed in alcohol appears the same to-day as when alive. The caterpillars were black, covered all over with sharp prickles about an eighth of an inch long. The butterflies were brownish black with a yellow band along the edge of the wings. The butterflies came out the latter part of September. The third kind was found on the tame parsnip about the middle of August. These, like the first mentioned, were also ribbed, black and yellow alternately, but they differed in general appearance as well as in habits. The first kind had long black antennæ which these seemed to lack, being very smooth on the head. If they were suddenly disturbed in their innocent work of stealing my parsnips, which they called theirs, they just as suddenly opened a big crack on the top of their heads and out came two pink fleshy antennæ sending a disagreeable odor in the air. These looked like the feelers on a snail and could be extended and contracted in the same way. If they were but little disturbed, they pushed these antennæ out only a short distance and then drew them in and closed the opening. I did not feel like disturbing them much, for I did not like the odor, so I always handled them carefully and thus had very few chances to observe this peculiar habit. These larvæ turned to chrysalides the first of September. The others here described hung with their heads down, but these fastened themselves to the stick with their heads up. In order to do that, they spun a noose from the stick and around the body. Here they must hang all winter, but they would like to peep out and see the world sooner, were it not that Mr. Jack Frost fenced them in with lock and bar in his snow palace. They must stay until the April sun comes and gives them relief from their bondage. I obtained four of the form that hang with their heads up and kept them out of the reach of Frost's long arms. They all turned to chrysalides the same day, and, since I kept them under the same conditions of heat and cold, I thought they would hatch the same day, but they did not. One hatched December 30, another December 31, the third a week later, and the fourth seems to intend to wait until the crocuses bloom.

These butterflies are raven black, with two rows of yellow dots along the edge of the wings.

I had two kinds of caterpillars that made cocoons. The largest of these was over six inches long and about as large around as one of my fingers. I had two of this kind and fed one of them for six weeks on hazel leaves. When it was ready to spin, I locked it in a spoon holder and there I could look through the glass and watch it spinning. Its cocoon was pointed at both ends and about four inches long. The chrysalis was velvet black and about one and three fourths of an inch long.

I have several kinds of moth chrysalides which I am keeping and hope they will all hatch before Spring."

Cannon Falls.

HANNAH NELSON.

To the Editor of the EDUCATIONAL RECORD :

MR. EDITOR,—The only excuse I have for enclosing you the Memo. regarding reduced fares to the Convention is that every year we have so many new teachers coming to the Convention who have never had anything to do with the railway certificates, and do not know how to get the benefit of the reduced fare. Please publish it in the RECORD, so that if we can save time, trouble and money to any I shall be amply repaid for copying out a part of our arrangement with the railway companies.

Yours respectfully, C. A. HUMPHREY.

Sherbrooke St. School,
Montreal, 6th Sept., 1893.

MEMO. REGARDING REDUCED FARES TO THE CONVENTION.

Reduced fares will be granted to delegates and their wives when accompanying them to the Convention, on arrangements with the General Passenger Agents of the different railways, at *one first-class fare and one-third* for round trip, if fifty or more attend.

How to Get the Reduction.

Delegates must purchase first-class full fare one way tickets while travelling to the meeting, and obtain a receipt on standard certificate for the purchase of ticket from agent at starting point within three days prior to date of meeting.

The registrar will then fill in the certificate at the Convention, and the ticket for the return trip will be issued for *one-third fare* upon the presentation of the certificate to the ticket agent at place where Convention is held, *at least ten minutes prior to time train is due to leave.*

A standard certificate will be supplied free by the agent only from those whom the ticket for the going journey is purchased.

Books Received and Reviewed.

ELEMENTARY LATIN GRAMMAR, by Dr. Henry John Roby and Dr. A. S. Wilkins, and published by the Messrs. MacMillan, London and New York. This book, which is intended as an introduction to Dr. Roby's larger grammar, has within its conciseness all that a pupil requires before entering upon his college work. It is a marvellous compendium, though it is somewhat marred as a memorizing agency in its case arrangement. The omission of the vocative is an innovation that will not last long, while the spreading of the good old rule of the genitive and ablative of place over the paradigm of each declension is simply a piece of pedagogical affectation.

THE PRANG PRIMARY COURSE IN ART EDUCATION, by Miss M. D. Hicks, Directress of the Prang Normal Art Classes, and Miss Josephine C. Locke, Supervisor of Drawing, Chicago, and published

by the Prang Educational Company, Boston. Leaving out the higher aim of this book, the teacher who examines it will be able to form an excellent idea of the educative power there is in the teaching of drawing. Those of our readers who are not subscribers to the *School Journal* or the *Teachers' Institute* should send for a copy of this work. The hints about black-board illustrations and their actual production will amply repay them; besides the principles of the study of form is something every teacher ought to know, and these this neat little volume elucidates in a series of very attractive lessons.

A PRACTICAL COURSE OF ENGLISH COMPOSITION, by Mr. Alphonse G. Newcomer, of the Leland Stanford Junior University, and published by Messrs. Ginn & Co., Boston. This book is devoted to the practice of Composition more than to the theory, and as such will be of great service in our high schools and academies. The realizing on the memorizing of grammar rules and principles is what the book provides for, and there are few educationists who will not say that it is time to provide for such a process. The practice of extract reproduction is a healthy one and should be encouraged. An extract should be read *every day* as a training for sentence making and the proper utterance of thought. This book will come in as a supplement to such a process.

THE PRINCIPLES OF ELEMENTARY ALGEBRA, by Prof. N. F. Dupuis, M.A., F.R.S.C., of Queen's University, Canada, and published by the Messrs. MacMillan & Co., New York and London. This book is intended as an intermediate text-book, a stepping-stone to assist the student in passing from the stage of the beginner to the sphere of the accomplished algebraist. The teacher will find the work an excellent help to him in finding out the principles which are the foundation of algebra. After the study of such a book, there will no longer be a conjuring with x and y as in the school-room, as if they meant nothing but mere glyphs. The reputation of Prof. Dupuis is sufficient in itself to recommend the book.

ARNOLD'S ENGLISH READERS, published by Edward Arnold, 37 Bedford Street, Strand, London, England. Of the former books of this series we have received we cannot but endorse the opinion with which they have been universally received. The selections and illustrations are not only interesting reading for young people, but the word exercises, summaries and dictation extracts, with drill in grammar and composition are all that could be desired by the careful teacher.

LA CIGALE with English notes, published by Messrs. Ginn & Company, Boston, is another of their French reading books which the young student will prize.

FRENCH DIALOGUES, a systematic introduction to the grammar and idiom of spoken French, by Dr. J. Storm, of the University of Christiania, and published by Messrs. MacMillan & Co., London. The students who desire to practise their French in idiomatic phrase

should secure a copy of this excellently arranged work. The exercises have been arranged by a teacher whose experiences have been with the natural method.

PRACTICAL LESSONS IN ENGLISH, by Miss Mary F. Hyde, and published by Messrs. D. C. Heath & Co., Boston. This text-book, though conceived in the right spirit is not advanced enough for the pupils for whom the compiler professes to have prepared it. It will be of service in the lower grades as a supplement to the exercises of the reader or to those of our readers that have no exercises in composition at the end of each lesson. The analysis of a sentence which conveys some dignity of thought is just as easy as the analysis of such sentences as "trees have roots, and the days are cold;" but Miss Hyde does not seem to realize this in her selections.

PRIMARY LATIN BOOK, by Adam Carruthers, B.A., Classical Master of Toronto Collegiate Institute, and J. C. Robertson, of Toronto Junction High School, and published by William Briggs, Toronto. We feel that Messrs. Carruthers and Robertson have made a sensible experiment in preparing this book for our schools. A new departure in the matter of Latin grind has long been desired, and while the idealists have been going into ecstasies over the new pronunciation, as they call it, it is refreshing to find two practical teachers busying themselves with the realism of the language, and making smooth the rough places of the process of construing. We heartily recommend the book to our readers.

EXERCISES IN EUCLID, by William Weeks, of Exeter Training College, and published by Messrs. MacMillan & Co. The classification and graduation of Todhunter's exercises have always been praised, and yet Mr. Week's little book may readily find a scope for itself even where Todhunter is a favourite. The teacher will find many surprises for himself as well as for his pupils in this fine compilation.

HINTS FOR LANGUAGE LESSONS, and Plans for Grammar Lessons, by Dr. J. S. MacCabe, M.A., of the Ottawa Normal School, Canada, and published by Messrs. Ginn & Co., Boston. As a series of excellent suggestions, Dr. MacCabe's little book will take its place at once in our school-work. No teacher should be without a copy of it, as every lesson in it has been proved by the experiment of one of our ablest teachers and cannot but be useful.

THE CLASSIC MYTHS in English Literature, edited by Professor C. M. Gayley, of the University of California, and published by Messrs. Ginn & Co., Boston. The above work has been prepared for the students of the English Classics, but the general student will find it one of the best books of the kind which has ever been published, being a sort of combination of Gray's *Classics for the Millions*, and Smith's Classical Dictionary with a rich store of quotations from English poets and versifiers. No better selection could be made for our school libraries in the Province of Quebec. The illustrations and maps are all that can be desired.

Official Department.

THE PROTESTANT CENTRAL BOARD OF EXAMINERS.

Names of candidates who obtained diplomas in July, 1893, arranged in alphabetical order.

FIRST CLASS ACADEMY DIPLOMA.

Curry, B.A. ; Edward L.

SECOND CLASS ACADEMY DIPLOMAS.

Bacon, B.A. ; Fred'k John Abney. Pyke, B.A. ; John Burke.
Keller, James Henry. Rowat, Donald.

FIRST CLASS MODEL SCHOOL DIPLOMA.

Lothrop, Persis Jeanette.

SECOND CLASS MODEL SCHOOL DIPLOMAS.

Allen, Anna Estella.	Mewhort, Sarah Louise.
Ames, Florence Helen.	Moe, Margaret.
Balfour, Sarah Henrietta.	McDonald, Annie C.
Blair, Cora Gregg.	McKenna, Mary Margaret.
Buchanan, Margaret.	MacNaughton, Wm. Gilbert.
Chalmers, Maggie Maude.	Patterson, Susan Anne.
Coreoran, Annie Isabel.	Pettes, Dean H.
Davidson, May Ruperta.	Plaisance, Persis.
Dyke, Carroll D.	Richards, Susan Mary Caroline.
Fordyce, Walter Judson.	Ross, Eva Rexford.
Giles, Margaret Henrietta.	Ryan, Wm. Arthur.
Gillespie, Frances Mary.	Saugster, John Alexander.
Heath, Edith Maud.	Scott, Hannah Margaret.
Henderson, Ernest H.	Smith, Fred Ernest.
Hovey, Erle Fremont.	Spencer, Carrie Minella.
Howard, Mary Gertrude.	Stevens, Louisa Sophia.
Hudson, Harry Percival.	Sutherland, Catherine Anne.
Jackson, Ella Victoria.	Thistlethwaite, Harriet B.
Jones, Hattie R.	Thompson, William James.
Jordan, George Arthur.	Topp, Jeannie Anne.
Lewis, Eva Jane.	Vaughan, Frederick W.
Lloyd, Amy Kate.	Welch, Sallie Maud.
Mackenzie, Christie.	Wheeler, Nellie Theodosia.
Marston, Clarissa Irene.	Whitcher, Herbert Ernest.
Meiklejohn, Anna May.	

FIRST CLASS ELEMENTARY DIPLOMAS.

(Granted without examination, on the ground of success in teaching, to teachers holding second class diplomas.)

Armstrong, Eliza D. C.	Sample, Alma J.
Bradley, Nettie.	Smylie, Lila J.
Bridgette, Eliza Jane.	Symington, Agnes Crawford.
LeGallais, Mary C.	

SECOND CLASS ELEMENTARY DIPLOMAS.

(Elementary candidates marked with a star have passed in French, algebra and geometry.)

*Allen, Nettie Adelaide.	*Haines, Mary Louise.
Abercrombie, Ethel Alma.	*Hall, Sarah Isabella.
Armstrong, Jane.	Hammond, Isabella E.
Armstrong, Isabella.	*Hayes, Florence Ethel.
Ballantine, Agnes Ann.	*Hodgins, Nina Gertrude.
*Bechervaise, Beatrice E.	*Hopkins, Cora Belle.
*Blake, Nellie G.	Horner, Mary A.
*Boomhower, Alma Lillian.	Humphrey, Fred. Charles.
*Boyd, Helen Jessie.	*Jackson, Beatrice Gertrude.
Bridge, Lucian Edson.	*Jebb, Lillian Jane.
*Buckland, Esther E.	Kathan, Marion Alice.
*Call, S. Lillie.	Keays, Annie.
*Calver, Sarah Annie.	*Kezar, Maud Lillian.
*Cameron, Maud.	Kettyl, Clara.
Chadsey, Grace R.	*King, Mary A.
*Christie, Theodora.	Lagrave, Eva.
*Colton, Gula Ann.	*Languedoc, Mary Jane.
Cotton, Mary Stuart.	*LeGallais, Fred.
*Cowling, Minnie S.	Little, Nellie.
*Craik, Janet Clemy.	Little, Carrie May.
*Cruchet, Perside E. L.	*Magwood, Ellen Jane.
Devenny, Lois L.	*Maither, Mary Louise.
Dixon, Florence.	*Martin, Nellie Alberta.
*Dumvill, Martha Jane.	*Milford, Beatrice Alice.
Doherty, Elspeth Eunice.	*Morrill, Hattie Maude.
Edey, Ethel Nancy.	McCulloch, Jennie Dale.
*Edgar, Alice.	*McDougall, Mary Jane
*Edwards, Florence Helen.	*McEwen, Maggie,
Farwell, Clara Louisa.	*McMillan, Catherine Kerr.
Fleming, Hattie Louise.	*McMorrine, Emily.
Franklin, Nellie May.	*McNair, Georgina Mary.
*Fraser, Maggie Jane.	*McRae, Laura.
*Galer, Mary Emeline.	*McVeay, Susan Louisa.
*Gilker, Edith Lucy Ann.	*Norris, Carrie Winifred.
*Gilker, Agnes Maria Cuthbert.	Orr, S. L. Nellie.

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| *Parker, Daniel L. | Stackhouse, Persis Lydia. |
| *Parsloe, Elizabeth Mary. | *Stalker, Edna. |
| *Patterson, William Edwin | *Stephens, John Grongar. |
| Pellerin, Phylinda. | Stepleton, Eliza Ann. |
| *Phelps, Blanche. | Stevens, Hattie May. |
| *Pickel, Laura Bernice | *Teeson, Lilian. |
| *Pickle, Esther. | *Thompson, Margaret. |
| *Pocock, Charles. | *Toof, Lizzie M. |
| Reeves, Eleanor. | *Traver, Tina Ethel. |
| *Reid, Emma Isabella Jane. | Walbridge, Helen. |
| *Rennie, Elizabeth. | *Walker, John J. |
| Rodger, Janet H. | *Warcup, Edith E. |
| *Rowe, Anns S. | Warwick, Clara Ida. |
| *Russell, Esther Eleanor. | Watchorn, Jennie S. |
| Samson, Edith Elizabeth. | *Watson, Inez Islay. |
| Sanders, Lillian Ellen. | *Whitney, Agnes Mary. |
| *Sangster, (née Morton) Alice | Whyte, Margaret. |
| Scully, Margaret Alice. | *Willard, Alberta May. |
| *Shearer, Janet Allan. | Woods, Lucy Blanche. |
| *Sherwood, Katie L. | *Woodside, Eliza Ann. |
| *Sisco, Mabel Maria. | *Woodside, Jennie Thompson. |
| Smith, Amelia. | *Woolsey, William John. |
| Smith, Mary Melissa. | Worby, Myra, Augustie. |
| *Smith, Edith. | *Young, Edith A. |
| *Solomon, Marion Amelia. | |

THIRD CLASS ELEMENTARY DIPLOMAS.

(Valid for one year only.)

(These candidates will be entitled to second class elementary diplomas upon passing a satisfactory examination in one or two subjects in July, 1894.)

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| Anderson, Mary Annie. | Hastings, Ivy Myrtle. |
| Atkinson, Clarinda Jane. | Heath, Minnie Gertrude. |
| Bachelor, Mabel. | Hicks, Julia A. |
| Black, Grace Ethelwin. | Howatson, Margaret Lilian. |
| Bradford, Charlotte Belinda. | Husk, Dora Sarah. |
| Brown, Bella Wight. | Jack, Isabella. |
| Catton, Elizabeth. | Jamieson, Lizzie. |
| Corrigan, Isabella Agnes. | Johnson, Emily Amelia. |
| Davis, Laura A. | Knight, Effie Almira. |
| Dresser, Annie M. | Le Baron, Annie Olive. |
| Edey, Emily Jane. | Lee, Ethel Esther. |
| Elliott, Elizabeth Ann. | Le Roy, Maud Motherwell. |
| Fairservice, Mary A. | Lindsay, Cora Blanche. |
| Farmer, Nellie Mabel. | Loynachan, Elizabeth. |
| French, Bertha May. | Mitchell, Mahala Edith. |
| Hall, Jessie Marion. | Munroe, Mary Margaret. |
| Harvey, Dora. | McCullagh, Annie Eleanor. |

McEachern, Marion M.	Sever, Agnes Jane.
McKenzie, Annie Margaret.	Silver, Cora Mildred.
McKillop, Hannah.	Simons, Julia Florence.
McMurray, Annie May.	Smart, Amelia Jane.
Patton, Jessie Meikle.	Terry, Florence Ada.
Philbrick, Alice Frank.	Thompson, Robert James.
Rennie, Jennett H.	Thompson, Minnie.
Riddle, Rosanna Jane.	Thomson, Mabel Alma.
Ross, Christina.	Whitehead, Marion.
Roy, Annie Salome.	Wills, May.
Russell, Alice.	Wood, Ellen A.

THIRD CLASS ELEMENTARY DIPLOMAS.

(Valid for one year only.)

Anderson, Rebecca M. J.	Johnston, Clara Milinda.
Bogie, Edith Mary W.	Lusk, Howard.
Burton, Elizabeth Mary.	Marston, Fannie Matilda.
Campbell, Sarah.	Mooney, Maude Geraldine.
Day, Mary Emma B.	Mooney, Jessie Estella.
Erwin, Almina.	McBain, Elizabeth.
Hall, Maud.	McLean, Margaret Barbara.
Hussey, Maria Lucinda.	Oliver, Mary Elizabeth.
Jamieson, Minetta Alice.	Thacker, Elizabeth.

GENERAL SUMMARY OF RESULTS.

Candidates.		Diplomas granted.	
Men	38	Failures	47
Women	275	1st Academy	1
	<u>313</u>	2nd "	4
For 1st Academy	1	1st Model School	1
" 2nd "	10	2nd "	49
" 1st Model School	1	1st Elementary	8
" 2nd " "	98	2nd "	119
" 1st Elementary	8	3rd "	56
" 2nd "	195	3rd "	28
Total	<u>313</u>	Total	<u>313</u>
Partial Failures.			
For Optional Subjects	136	Elementary diplomas granted	
" Supplementals	34	to candidates for Model	33
		Elementary diplomas granted	
		to candidates for Academy ..	2
		Model diplomas granted to	
		candidates for Academy	1

NOTICES FROM THE "OFFICIAL GAZETTE."

1st February.—To detach from the municipality of Clifton, in the county of Compton, the following lots: Nos. 1, 2, 3 and 4 of the eleventh range, and the lots Nos. 1 and 2 of the tenth range, of the township of Clifton, and annex the same, for school purposes, to the municipality of Barford, county of Stanstead.

—To appoint a school commissioner for the municipality of Westbury, county of Compton.

His Honor the Lieutenant-Governor has been pleased, by order-in-Council dated the 14th of March last (1893), to detach from the municipality of St. Prosper, in the county of Dorchester, ranges eleven, twelve, thirteen and fourteen of the township of Crambourne, and ranges one, two and three of the township of Watford, south-west part, same county, which form the mission of St. Benjamin, and annex them to the municipality of Crambourne, same county, for school purposes. This annexation to take effect only on the 1st of July next (1893).

His Honor the Administrator of the Province has been pleased, under date 28th March (1893), to appoint a school commissioner for the municipality of St. Laurent of Métapédia, county of Bonaventure, and one for the municipality of Ile Pérrot, county of Vaudreuil.

29th March.—To appoint a school commissioner for the village of Etchemin, county of Levis.

15th April.—To change the limits of the school municipalities of Ste. Thérèse, county of Terrebonne, and Ste. Monique, county of Two Mountains.

19th April.—To erect a distinct school municipality under the name of Échourie, county of Gaspé.

26th April.—To appoint a school commissioner for the municipality of St. David l'Auberivière, county of Levis.

3rd May.—To appoint Mr. Elias W. Beardsley school commissioner for the municipality of Brome, same county, to replace Mr. H. N. West, absentee.

4th May.—To erect a new school municipality under the name of the Village of St. Joseph, county of Beauce.

—To erect a distinct school municipality for the Roman Catholics only, under the name of St. François Xavier of Shefford, county of Shefford.

5th May.—To erect a distinct school municipality for Roman Catholics only, under the name of St. Marguerite of Brown's Gore, county of Argenteuil.

10th May.—To erect the following distinct school municipalities: St. Gédéon de Marlow, county of Beauce; St. André, county of Lake St. John; Pointe à Boisvert, county of Saguenay; and La Rivière Beaudette, county of Soulanges.

3rd June.—To appoint Mr. Frank J. Hart, of the city of Montreal, a Roman Catholic school commissioner of the city of Montreal, in the place of Frederic L. Beique, esquire, advocate, whose term of office is expired.

—To detach from the school municipality of the township of Stanstead, county of Stanstead, the territory known by the name of Rock Island, and to erect it into a distinct school municipality, under the name of "Village of Rock Island," with the same limits as are assigned to it by the proclamation of the 19th of May last (1892). This erection to take effect only on the 1st of July next (1893).

5th June.—To appoint Mr. George Lampson to the office of commissioner of the Protestant schools for the city of Quebec, to replace Mr. William Brown, whose term of office expires on the 1st of July next.

—To change the limits of the school municipalities of St. Urbain and St. Hilarion, county of Charlevoix.

22nd June.—To change the limits of the school municipalities of St. Michel d'Yamaska and St. François du Lac, county of Yamaska; also the limits of the following school municipalities: Notre Dame de la Victoire and St. Henri, county of Levis; St. Athanase and St. Gregoire, county of Iberville.

23rd June.—To erect three distinct school municipalities under the names of La Rivière des Prairies and Parish of la Rivière des Prairies, county of Hochelaga; and St. Thomas d'Aquin, county of St. Hyacinthe.

On a report of a committee of the Honorable Executive Council, dated the 30th of June, 1893, approved by the Administrator of the Province, on the 1st July, 1893, the township of Preston, county of Ottawa, has been erected into a school municipality, under the name of "Preston," with the same limits which are assigned to it by the proclamation of the 27th of June, 1892.

Also lots numbers 6 to 33 inclusive, of the third range, and lots 1 to 33 inclusive, of the fourth range, have been detached from the school municipality of Saint Philomène, of Egan township, county of Ottawa, and erected into a distinct school municipality, under the name of "West Egan."

Also there has been detached from the school municipality of Notre Dame de Grâces West, in the county of Hochelaga, to annex them to that of "Turcot Village," in the same county, part of numbers 180, 181 and 184, bounded on the north by the Grand Trunk Railway, and numbers 185, 186 and 187, bounded on the north by the road of the Coteau Saint Pierre or Lachine road, for school purposes, and the order in council of the 2nd of October, 1891, has been amended accordingly.

- Also the first twelve lots of ranges 2, 3 and 4 of township Hocquart, and the first nine lots of ranges 5 and 6 of the same township, have been detached from the municipality of Saint Cyprien, in the county of Témiscouata, and annexed to the school municipality of Saint Hubert, in the same county.
- Also lots 176, 176A and 176B, of the cadastre of the parish of Montreal, have been detached from the municipality of Coteau Saint Pierre, county of Hochelaga, and annexed for school purposes, to the municipality of Cote Saint Luc, in the same county.
- Also the canonical parish of Saint Armand West, in the county of Missisquoi, with the following limits, to wit: bounded on the north by the township of Stanbridge, on the south by the State of Vermont, on the east by the boundary line which divides Saint Armand East from Saint Armand West, at the east of Pigeon Hill, on the west by the Missisquoi Bay, has been erected into a distinct school municipality, for Roman Catholics only, under the name of "Saint Armand West."
- Also lots numbers 11, 12, 13, 14, 15, 16, 17, 18 and 19, of the twelfth range of the township of Wickham, have been detached from the municipality of Wickham West, county of Drummond, and annexed to the school municipality of Saint Theodore of Acton, county of Bagot, less the part of the lot No. 14, now occupied by F. X. Plante; the part of lot No. 16, occupied by Louis Roberge; and the part of the same lot No. 16, occupied by Exilia Houle, which will continue to form part of the school municipality of Wickham West.

His Honor the Administrator of the Province has been pleased, by order in council, dated the 7th of July instant, 1893, to appoint Mr. Gaspard Lemoine to the office of commissioner of Catholic schools for the city of Quebec, to replace Mr. E. J. Angers, N.P., whose term of office has expired.

- 8th July.—To revoke the order in council dated 9th of January, 1874, and to detach from the school municipality of Yamachiche, in the county of Saint Maurice, the part of territory situate on the north of the river Yamachiche, and extending from the property of Zoel Bourassa inclusively, to the limits of the municipality of Yamachiche, and to annex it to the municipality of Saint Barnabé, in the same county, the territory described in 47 Victoria, chapter 40, of 1874, not included. To take effect only on the 1st July, 1894.
- 15th July.—To appoint a school commissioner for the municipality of St. Joseph of Han South, county of Wolfe.
- 20th July.—To erect into a school municipality, under the name of "Saint Blaise," the new parish of Saint Blaise, county of Saint John, with the same limits which are assigned to it by the proclamation of the 6th of October last, 1892. This erection to take effect only the 1st of July, 1894.

- Also to erect into a school municipality, under the name of "Saint Abdon," in the county of Dorchester, the territory described as follows, to wit: in township Ware, bounded on the north-west by river Etchemin, which separates the said township Ware from the township of Standon, on the south-west by the school municipality of Sainte Germaine, on the south-east partly by the line which separates lot No. 10 from lot No. 11, primitive division, in the VI. and VII. ranges, and partly by township Langevin, in ranges VIII., IX., X., XI., XII., XIII. and XIV., and on the north-east by township Roux, in the county of Bellechasse, which territory thus described and bounded comprises within its limits Nos. 407 to 434 inclusively, and 471 to 560 also inclusively, of the cadastre of the said township Ware.
- 12th August.—To appoint a school commissioner for the municipality of St. Rose village, county Laval; one each for the municipalities of St. Francois Xavier and St. Luce, counties of Shefford and Rimouski; and two commissioners for the municipality of St. Perpétue, county of Nicolet.
- 18th August.—To appoint a school commissioner for the municipality of St. Samuel of Gayhurst, county of Beauce.
- 28th August.—To erect into a distinct school municipality, under the name of "Saint Ludger," the township of Risborough, county of Beauce, with the same limits which are assigned to it as such township. This erection is to take effect only the 1st of July, 1894.
- 31st August.—To appoint two school commissioners for the municipality of St. Henri de Péribouka, Lake St. John.
- 2nd September.—To re-appoint the Rev. D. H. MacVicar a member of the Protestant Board of School Commissioners for the City of Montreal.
- 8th September.—To re-appoint Mr. Joseph Lodge school trustee for the municipality of Kingsey, county of Drummond.
- His Honor the Lieutenant-Governor has been pleased, by an order in council, dated 11th September instant, 1893, to detach from the municipality of Saint Jérôme, county of Matane, the following cadastral lots, to wit: in the second range, from and including lot No. 362 to No. 388 inclusively; in the third range, from and including lot No. 517 to No. 557 inclusively; in the fourth range, from and including lot No. 559 to No. 571 included, and annex them, for school purposes, to township "Tessier," in the same county. This annexation to take effect only on the 1st of July next, 1894.
- To appoint a school commissioner for the municipality of Haut de la Côte St. Louis, county Jacques Cartier.
- 8th September.—To appoint two school commissioners for the municipality of St. Justin, county of Maskinonge, and three school commissioners for the municipality of St. Désiré du Lac Noir, county of Megantic.