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THE EDUCATION OF THE YOUNG IN THE
PRINCIPLES OF HYGIENE.*

BY T. D. REED, M.D., LECTURER ON HYGIENE, MCGILL NORMAL SCHOOL,
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That the principles of cleanliness and purity should be early instilled into the minds of the young will be generally acknowledged. To discuss the teaching of Hygiene to the young, it will be necessary to consider what is included in the term Hygiene, then how it is to be taught.

Under school age, the child's first ideas of morality, purity, modesty, and cleanliness must come from the parents. The discussion here is almost necessarily limited to the schools as the channel through which the instruction is to reach the young. In the public schools of this Province, the subject designated "Physiology and Hygiene" was introduced as early as the first intermediate class, but is now limited to the senior grade, and an hour given to it per week.

Much diversity of opinion has arisen in the community as to the scope of this subject, and also as to the wisdom of introducing it at all into the school curriculum.

* Prepared by invitation of the Com. of Amer. Public Health Association for the Annual Meeting 1894.

Without doubt much of the pressure brought to bear on School Boards, a few years ago, to introduce Physiology, was from the Temperance Unions and other bodies of philanthropists, whose hope was that Hygienic teaching would inculcate abstinence from intoxicating beverages, and thus educate the young in the principles of real temperance.

It has been urged that Physiology and Hygiene, being based on Anatomy, Chemistry, and Physics, cannot be taught intelligibly to young children. The compilers of the numerous text-books which have been issued, to meet the demand which the introduction has caused, have felt the difficulty, and hence in most of these books we find Anatomy, and dogmatic statements about stimulants and narcotics, occupying the bulk of the work. The latter of course to meet the expectations of the introducers.

Of the extreme Hygienic importance of abstinence from alcohol and tobacco, by the young at least, all sanitarians are agreed, but the attempt to argue this, on principles of Physiology and Pathology, with children, is generally unsatisfactory; and indeed less satisfactory than the simple dogmatic statements of a conscientious and enlightened teacher.

As to the extent then of the subject, my idea is that only the merest elements of Physiology and Hygiene should be attempted. The teaching, except in the advanced classes, should be oral, the teachers themselves having been well taught by competent lecturers, generally members of the Medical Profession.

The subject having been tried now for a few years, in some sections the text-books have been withdrawn, misconceptions by the children, as shown by the answers, having made it appear that the subject was not as yet, satisfactorily dealt with.

The information has been given that the Digestive organs "consist of the Liver, the Lights, and the Utensils." The purpose of Respiration has been said to be "to putrefy the blood." In the case of a School-room, with a temperature of 75° F. the comment was made, "the Thermometer was too high and should be subjected to some process of cooling."

The humorous element however is not confined to schools, for we know that in Medical Colleges, the Examination papers are not without their humour.

As to the examination papers themselves some objection may be made. In a paper before me, given to the Second Intermediate class, of our Common schools, the first question is "Give a reason, in each case, for saying that alcohol is injurious to the heart, to the lungs, and to the stomach. Such

a question or form of question, would suggest a lay examiner and a text-book. Its suitability to children of twelve years of age, some may doubt.

In the Province of Quebec, aspirants to the Pedagogical Profession, not wishing to go through the Normal School, may present themselves before a Provincial Board, composed of experienced teachers, to obtain a diploma to teach; from a paper given at the last session, I take the following: "What is the cause of headaches?"

"In the case of a person almost gone, from drowning, what remedies would you suggest, to bring him to?"

Again the layman and the text-book.

That medical men should have more to do in the supervision of the school children, and school work, than generally obtains at present is the opinion of the American Academy of Medicine, to judge from a resolution passed at the nineteenth annual meeting held at Jefferson, N.H., August 29, 1894, which is as follows: "Resolved that the health of children under the conditions and requirements of public educational institutions should receive far greater consideration than it has received up to the present time; and as none but physicians are competent to diagnosticate the often obscure tendencies and abnormalities obtaining in these early years, the office of school-physician should be instituted in connection with every public school, and physicians should be upon all public school Boards, the duties of such officers being concerned with the sanitary conditions of buildings, the instruction in Hygiene, personal, household, and public, and the individual physical condition of the pupils."

All I wish to present on the present occasion may be summed up in this:—To teach the young the principles of Hygiene we must teach the teachers accurately and thoroughly. And, while not claiming a monopoly of knowledge for the Medical Profession, it may be urged that the teachers of Physiology and Hygiene will need to be generally medical teachers.

The school-teachers then having obtained correct ideas on the subject, will be in the best position to give, by precept and example, to the young committed to their care the benefit of their own knowledge.

Since the above was written, the English Medical Journals have reached us, giving an account of the International Congress of Hygiene, recently held in Buda-Pest. From the

London Lancet we learn, that in the section of School Hygiene, the following resolutions were passed:—

1. "In order to promote scientific researches, and the teaching of Hygiene, all High Schools should be provided with properly endowed professorships of Hygiene."

2. "That for the propagation of Hygienic knowledge in all branches of instruction it is necessary to create medical officers for schools, and that these medical officers should be required to give instruction in Hygiene."

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THE STUDY OF CHILDREN.*

My discourse this morning will be a plain, simple, homely talk on this new movement which I think promises to give education a more scientific character than it has ever had before, and to make the work of every teacher and every scholar more effective. This study of children is one of the newest movements in the field of education. It is scarcely a decade and a half since we began this study. It is a significant fact that this movement began and has had its latest career in this country, because here, more than anywhere else, we need to take a fresh hold of life.

I was not surprised to read in a recent report the statement of an earnest and prominent writer that this and the next decade will be known as the age of psychology just as the last two or three decades are known as the age of evolution. The significance of this rests in the fact that in every department of life there seems to be a tendency toward a kind of harvest home to bring the best results of science in every form to bear upon the study of a man. It is in this that all the sciences seem to have come to a focus.

But my study this morning is only a small section in this field. Yet, small as it is, it is far too large for a single hour. In my own university I undertook a year ago or more to give a course upon the Study of Children, and I am pleased to say that there seemed to be substance and interest enough to run it with graduate students, and there was meat enough for a good, sound, robust examination at the end.

This movement began in this country 13 years ago by an inventory made by six primary teachers in the Boston schools. They took three or four children at a time in a room by them-

* Report of an Address by Dr. G. Stanley Hall.

selves and cross-questioned them in regard to a few of the most common objects which school children are supposed to know about, and the result was that their report seemed almost like a new revelation, a revelation of genuine ignorance. 33 per cent. of these children on entering school had never seen a live chicken; 51 per cent. had never seen a robin; 75 per cent. had never seen a growing strawberry; 71 per cent. of the Boston children had never seen growing beans, even in Boston. Our school text-books are based on country life, and the city child knows nothing, in the large cities, of real country life. Here is one instance: a large per cent. of these children, upon being asked how large a cow was, showed that they had little idea. One thought a cow was as large as her cat's tail. Another thought that a cow was as big as her thumb nail.

That was the first step. The next step was also taken in Boston. We undertook to measure the children of Boston. These measurements have shown first that the average girl is taller and heavier than the average boy from 13 to 14½ years old, but all the rest of her life she is lighter and smaller. Another result reached was that the child's body does not grow alike in all parts at all periods. Certain parts seem to grow and get their force and then to rest for a time. The abdomen, the hips, and even the pupil of the eye has its periods of growth and periods of quiescence. So that growth in all our organs is a more or less intermittent process.

Now think of the immense significance of that single fact for education. We have not yet effected a complete record, but as soon as we know when the adolescent period is and how long it lasts in all children, and as soon as we have the record of this nascent period, we have a basis of education which has never been known before. Suppose we are considering manual training, which causes a great deal of strain upon the hand and fore-arm. It should last through this nascent period in which the hand grows in strength more than it does before or after. Suppose manual training is delayed until after that period is past, then the force that nature gives has been allowed to run to waste.

Our nervous system, the most important part of us, does not acquire its full growth until we are 14 or 16 years old, and after that there is a long period when our growth all centers upon function and not upon size. Then for a long time our bodies go on growing, the brain getting its functional growth long after it has attained its maximum size and weight. Before the brain has got its growth in size and begins to

develop in function, education must largely consist in hints, in the suggestions of knowledge. It should be here a little and there a little when the brain is getting large. It is the time when the imagination rather than the exactness of facts meets the child's instincts.

The great danger in our schools, however, arises from imperfect health. I presume there have been 100 special books upon the single subject of children's health. It has become the custom in some countries that in some of the best and most progressive city wards there are young doctors who are paid a small sum to examine every child in the lower grades of the schools. There is a little health book kept of every child. These doctors examine the child's complexion, his muscles, his circulation, his respiration. Are the muscles strong? Eyes bright? Appetite good? etc. According to circumstances may come this direction: Put this child on a milk diet; or, Keep this child out of school for four weeks; or, Take this child to the oculist, or to the dentist, as the case may be. All kinds of suggestions are recorded in this book to which the parents have access, but which the teachers keep. What would you and I not give if we had a medical examination every six months of our school life? The results of all these examinations which have been made I can't give in detail, but I will say that 42 to 60 per cent. of the children in the upper grades were found to be suffering from defective eyesight and that this per cent. of poor eyesight had increased every year from the sixth year up. In regard to the ear of course the defect was a great deal less, and it was much more difficult to detect. In the case of some children who were thought to be dull or stupid it was found that their minds were all right, and if they were placed in the front seat perhaps they would prove to be among the brightest. So spinal curvature and other diseases were found to be connected with certain work or habits in school.

But the great result of it all is this: that the modern school seems to be a force tending to physical degeneracy. It is very hard for a child to sit four or five or six hours a day during eight or ten months in a rather imperfect air, in a rather unphysiological seat, with the strain thrown upon the little muscles which wag the tongue. Nature has made it very hard for a healthy child to sit still; and when we consider that children the civilized world over, and in countries lately civilized, all go to school, we see what a tremendous danger there is that the race will be imperfectly developed. How sad

the thought that the race may, indeed almost must, degenerate in its efforts toward the realization of its loftiest ideals. I don't know what you say; I for one believe it would be a thousand times better that the children should grow up in ignorance of all that our schools teach, valuable as it is, than for the race to continue in its peril of physical degeneracy which seems inevitable under our present system. For myself, I say, What shall it profit a child if it gain the whole world of knowledge and lose its own health? Or what shall a child give in exchange for its health? This study of hygiene is setting up a new schedule wherein the work of the school is to be judged by a new standard. The work of the modern school is going to be judged by new scales, I believe, in the next few decades.

You know that about half of the weight of the average male is muscle, and that a large per cent., carefully estimated at $\frac{1}{3}$ or $\frac{1}{4}$, of all the energy of the body goes out in muscular work. The muscles are the organs of the will. No one can have, and it is a matter of observation that no one does have, a good, sound, healthy will unless the muscles are strong. But it is only lately that we have come to think that the muscles are organs of thought and that when we study muscles in these days of manual and physical training we are studying the organs of thought. So that these studies of motor education seem to be the most important that have been made. One of the most recent studies that has occupied a year, and been most fruitful in results, has been to test the school children in this respect. For instance, "Hold up your hands something like this, just out of the range of vision." If the hands come up unevenly that is a sign that there is a particular nervous disturbance in the children. "Close the eyes and stand up." The person who has this particular disease soon begins to stagger and lose his equilibrium. And so from these and many other tests we reach these complaints of children: and we know that children have symptoms of most of the organic diseases of the adult form, and that while the healthy child goes through them all without any stress, in the child that is a little prone to disease they are quite apt to develop into actual infirmities. Some of the forms of school work seem to aggravate these troubles so that the child exhibits through life symptoms of motor and other nervous disturbances.

We have forgotten that children can't sit still, but you and I know that it is one of the commands which resound in the schoolroom from morning to night. Alas for the child who

can sit still for any length of time unless he is engaged in some special work. For instance, in our tests the children were requested to stand still, and then to sit still. We went through the grammar grades. We only had them sit still a minute; then we reduced the time to a half-minute, and we did not find a single child who could sit still one-half of a minute; limbs, tongue, hands, fingers were certain to move. Of course, with a little attention it made it all the worse. We saw the secret which has brought premature gray hairs to school-masters and school-ma'ams. We found that the idea that children can sit still must be abandoned, and that teachers must learn to possess their nerves and patience if the children do not sit still.

We are almost compelled to say that a child can't do any such thing as to think purely. If he ever comes to any thing like pure thought it is late in life. We find that unless the muscles have full and free play you can't get any thought. If there is anything in pure thought it comes from sending out pure unfettered motions. To illustrate this close connection between thought and muscular activity, I have heard of a pianist whose fingers were made lame when he listened to good piano playing, because we cannot think without moving a little our muscles of thought. For children to sit still is to repress their muscular energy, just at that stage when it ought to have its perfect work.

Closely connected with this is the necessity of good strong muscles. Every time and every where that the teacher can add to muscle development and activity she is adding a new source of power. If you can have the child think when he is sitting erect it is better than when he is collapsed. But muscle culture is important not only for the production of thought; it is important for the development of will. We are coming to realize that thought depends upon it, and I doubt not but we are going to be compelled to say that will depends upon it. I once studied the will with one of the great teachers in Germany. When I told him I wanted to study the mind he told me to study one of the seventeen muscles of the leg of a frog. I thought, "What sort of work is this? I have spent several years in the study of psychology, and now I am told to take up the study of one of the tiny muscles of a frog's leg as a means of continuing my study," and I was almost repelled. But I stuck to it, and after months of work I began to realize that I was studying a sample of the same stuff that has done all the wonders of man's work in the world; that I was face to

face with the material that has written all his books and achieved all his great purposes. By the end of the first year I had got interested and found there was another year's work in that tiny muscle. I studied the muscle in a way that I had never dreamed of before. This was a new idea. So I experimented and experimented, until at last I knew I had got my result. I had passed in that single work from the standpoint of Peter Bell, of whom the poet says,

"A primrose by a river's brim,
A yellow primrose was to him,
And it was nothing more."

I had passed from that standpoint from the standpoint of the seer who plucked a flower from "the crannied wall" and realized that could he but understand what it was, "root and all, and all in all," he would know "what God and man is." I had realized that thought and will and muscle were made by God and meant to be studied together. It is a lesson which has stuck to me. It is one of the most pleasing results of modern science.

My next point is a distinction in this connection of muscular activity between what is sometimes spoken of as the fundamental and what is accessory. By fundamental we mean all those movements and muscles which are first developed in the growing organism. By accessory we mean those movements and muscles which are the last developed.

Now how much of our school work violates that law, the fundamental first, the accessory second? I have looked over the list of the things done in the kindergarten. No one believes more heartily in the kindergarten than I do, but I would make one important change in the kindergarten work. I think when you take four, five, or six year old children and set them at this fine work of weaving delicate strips of paper and at other like delicate processes it is putting the accessory before the fundamental. It is reversing nature's process. Now, suppose instead of weaving fine paper you had big strips of lead and suppose you let the children weave them. And when they sew suppose you give them a heavy needle and twine. All this kind of kindergarten work is useful. The law I speak of does not involve change in a single instance in the kind of work. It does require, however, that the work should exercise first the fundamental muscles, and not tax the delicate accessory muscles at that early age.

I want to see this thing applied in the kindergarten work. I want to see small writing, small figures, fine lines, and

everything which puts undue strain on the delicate muscles that are not developed until a later period put away from the primary school.

Dr. Hall then enlarged upon the lessening of interest and effort in school and college in the study of natural science which has been observed during the last decade or so. Science is being studied assiduously for its commercial secrets; but the study of science as science, out of pure love of nature, is receiving less and less attention.

This indifference to nature study I believe to be simply due to the fact that city life has taken children away from nature, so that the real love of the children has not been given free course. It is impossible in the large cities to teach these nature subjects as they ought to be taught. Blackboards will not do. It grieves one to see these blackboard leaves when they are the whole text of instruction in our common schools. Flowers do not grow in chalk frames. They have got to have the environment of grass and trees and sky in order to touch the soul. Nature is the first love of every child, and every child who does not feel this love is in an abnormal state.

We have been cross questioning a good many children in reference to their feeling toward nature. We found a good many who said, "this tree or this rose bush knows me or knows when I come here." One said, "I can see this one languish because the other one is cut down." Another said, "I always knew the difference between a fool tree and a wise tree, and I thought every body did." "I know," said another one, "that trees feel it if their limbs are cut off." We had children who talked to their doll and their pet hen. We had one child who said she understood her lamb. "I know he knows me, for when I put out my hand he sees me and puts out his hand; I shake my head, he shakes his head." The child philosophy about all these things is a natural philosophy. The little girls who hug and kiss their pigs and are not reproved by their mothers are indeed children of nature. The children who really make friends to the flowers and whose hearts go out to the stars, they are the children who can be understood and who can understand nature's language. Premature, pallid little children they will never be. You can't induct children into the love of nature by the use of the microscope and charts. There must be a previous sympathetic ground-work. And I say to those who love children, you must love nature and children and God together. They were never meant to be separated and cannot be separated without injury to all.

Religion is locked in the love of nature, and without the love of nature and the love of God all is sham.

I am pleading for child study and am giving you a few of its results and applications. Do not understand me to say that these results are the best of it. The best is the effect upon the teacher and next its effect upon the children. It makes the teacher young; it converts age into youth; and I believe there is no panacea for keeping the heart alive and there is nothing to keep the heart on fire like great love of children. Children live in the heart. Their mind is a very small affair. Their life is there. The heart must be cultivated. The things that enter and stay are those elements which go through their mind to the will and heart.

We all live for life. There is nothing so great as being alive. The joy of being is the prime element in life. Take it away and what would be left? Think of our forms of greeting. What do people ask for? Everywhere, How are you feeling? How do you do? in every language. We ask strangers, How are you? how do you feel? That is the touch-stone by which we test not only a man's worth to himself, but also his worth to the world. I visited accidentally, yesterday, your Cook County Normal School. I go there when I can, ever since you stole Colonel Parker from us, to wind up my watch and get inspiration. I find new ideas and fresh suggestions. I find a new institution, which, if it were in Germany, would be one to which our graduates would go to wind up their watches. It abounds in the fulness of being, and this is its strength.

Editorial Notes and Comments.

The excitement over the Manitoba School Question is merely history repeating itself, and, if the studying of history has in it more than mere amusement, the providing of the world with advice by example is surely its more important function. The problem of the prairie province over its schools can hardly be solved by the politicians who are always afraid of "the fat that is in the fire," or that which is about to be put into it, nor by the philanthropists who have nearly always a refracted light to guide them in their deliberations—the refracted light in this instance of denominationalism. There is but one way out of the difficulty, and history points out the way, if the false arguments of the self-seeker would not hide it away from the common-sense of the people. The wise administration of a law, be it school-law or church-law, or civil-law, is the means that

will soon show if the desired for end can be attained. The argument is in a nut-shell. The education of the people, the full education of the people, is the duty of the state. No one can deny this as a first principle. The old system of schools in Nova Scotia, New Brunswick, Prince Edward Island and Manitoba was universally pronounced to be failures, at the time a change was being advocated. The administration of the old educational enactments in these provinces it was that showed wherein the law failed to provide a full education for the people. The administration of the new school-laws in the first three of these provinces has shown, in a thousand unmistakable ways, the benefits that have accrued from the reforms instituted, as well as the satisfaction of all creeds and classes to work under one system. Then why should the administration of the Manitoba School Law not be allowed to bestow upon the people of that province the educational blessings which have been bestowed upon the sister provinces? Under the wise administration of the new school law in Manitoba, we venture to say, that in a year or two, all creeds and classes will be satisfied with the school privileges which have become theirs without any political worry or discontent, and history it is that enables us to make the prophecy with safety.

—The other day the writer met one of our prominent politicians who has always strenuously advocated the increase of the teacher's salary. The same day one of our ablest divines pressed, in a public utterance, the necessity of doing something in this direction. The politician and the clergyman were alike sincere, even if the audience happened to be mostly made up of teachers. And yet with all this public advocacy is it not a marvel that so little is being done to help the teacher in this direction. There is no profession, as Beecher has said, so exacting, none which breaks men down so early, as that of faithful teaching. There is no economy so penurious, and no policy so intolerably mean, as that by which the custodians of public affairs screw down to the starvation point the small wages of men and women who are willing to devote their time and strength to teaching the young. In political movements thousands of dollars can be squandered, but for the teaching of the children of the people the cheapest must be had, and their wages must be reduced whenever a reduction of expenses is necessary. If there is one place where we ought to induce people to make their profession a life business, it is the teaching of schools. Oh, those to be taught are nothing but children! Your children, my children, God's children, the sweetest, and

dearest, and most sacred ones in life. At the very age when angels would be honored to serve them, that is the time when we put them into the hands of persons who are not prepared by disposition to be teachers, and who are not educated to be teachers, and who are continuously bribed, as it were, by the miserable wages that are given to them, to leave their teaching as soon as they acquire a little experience. It is a shame, a disgrace to the American Christianity.

—The editor of the *School Journal* puts the teacher in a position which no sensible person would care to occupy when he asks: Why is he a teacher? It was observed a good many years ago that certain men became teachers to earn money enough to undertake something else; staying in the school-room only as long as they must, sufficient money being earned they left it only too gladly. Then it was seen that the work done by these persons was not teaching but lesson hearing of a varying quality. So it began to be demanded that the person officiating in the school-room should be better qualified, and normal schools were built, but still it is observed that men and women seek the school-rooms solely for the money to be obtained. There are those who would have no higher motive for the teacher; when it comes to pass that none exists the public school system will fall of its own weight. The motive controls in teaching as in learning; those who learn to get gold medals never reach any great height.

—These wicked processes of an educational system, called examinations, are having their perennial hard time of it during the summer recess, when those who have from inadvertence or carelessness hit their toes against the proverbial stone, take their revenge by reviling the poor stone. One of our most indignant editors in speaking of the time of holding the examinations, pours out his wrath in the following mild terms: Cannot the system of which this country is so justly proud be so altered that the strain and anxiety of school examinations shall not come just as the trying heat of summer begins? There can be no defense of a policy that crowds so many responsibilities and probationary trials into a heated term when the well seasoned adult mind becomes as nearly dormant as considerations for the safety of life and property will permit. It is a serious question whether either teachers or pupils should be subjected to the drudgery of school life when the chief end of present existence with the rest of the world, is to find protecting shade and cooling breezes. It is a sheer cruelty to overtax the mental as well as the physical powers of children

under such circumstances, and it is wanton torture to impose the most difficult burdens of the year. It is impossible to overvalue the possession of a good education, but if the search for it leads to an early death, to health permanently impaired, to shattered nerves or permanent mental disabilities, the price paid is entirely too high. Give the teachers and children a chance. Give them their hardest work when it can best be endured, and pursue that sensible course which will ensure us a sturdy as well as an intelligent citizenship. The doctors and the undertakers have too big a share in the results of our present educational methods.

—Prof. David Kiehle has written on the same subject and we give his article in full, in order that our teachers may be awakened to give their own views on the subject: The separating of examining from teaching is another of the absurdities into which we have fallen in these later years. To allow the process of teaching to go on for a given number of weeks or months, and then to stop short and make a thorough examination for the effects is as sensible as to feed a boy for days and weeks and at a fixed time to look him over and decide whether he has over or under eaten, whether he has assimilated his food and improved in digestive power, or whether by reason of his weakness he shall not be turned back from present high grade diet of strong meat to the low grade milk diet. So senseless a course has never been pursued in feeding the body, because it is so very plain that failure here is to the discredit of the parent in charge. He knows that the diet for to-day depends upon the results of yesterday's diet and exercise. But in education, the examination is of the child's success and not of the teacher's. If there is a failure at the end of the term or year, the responsibility is thrown upon the pupil, who must suffer not only the harm of having learned nothing for a term or more, but must make up his loss with an additional burden of discouragement in going back. I recall a visit to a class in grammar in a high school of good reputation. The boys were making bad work of their lesson; but the reason was plainly in the unskilful and mechanical presentation of the subject by the teacher. As a last resort in an effort to spur them to attention and effort she reminded them that the examination would come in a short time, and then if they failed of promotion they would have only themselves to blame. If teachers were as likely to fail of promotion as their pupils by reason of these failures in examinations we would have fewer failures and less occasion for them.

To decide when examinations should be held, and how they should be conducted, we must keep clearly in mind what the purpose is. We will begin, then, by answering as fully as we can within our limitations, what is the purpose of examinations? In general, it is to find out how effective and thorough the work undertaken has been. Why? Because the facts, principles, power of mind in attention, judgment or reason, that are given in early lessons are necessary for the more extended work of succeeding lessons. When should this be known to the teacher? It should be known at the time its use or exercise is required. The teacher must have continually in mind a complete inventory of the pupil's stock of ideas, and a clear estimate of his intellectual power. To do this he must examine continually. He must promote them not from year to year, or from term to term, but from day to day and from lesson to lesson. If the teacher has intelligently promoted his pupil from day to day, it is the height of absurdity to suppose that his judgment cannot be trusted to promote from the last lesson of his grade to the first lesson of the grade above. If it is not done, it is because the teacher cannot teach the child as she teaches subjects. No one truth will exert a more positive influence upon the methods of teachers than that teaching the subject must be continually accompanied by careful examination of the pupil, and so that the teacher be able to estimate every night the condition and progress of every pupil in every study.

But shall we have no stated, monthly or yearly examinations? The important part of this question is whether we should not have examinations comprehending in their range more than is required in these frequent examinations of daily work. Yes, the examinations should be co-extensive with the teaching. If the daily instruction is gradually extending the view and understanding of pupils to comprehend great laws and relations; if the study of details of individual things is growing into a knowledge of general principles, it is by all means important that examinations of work be made.

But it would be a great error to make these general examinations mere aggregates of details belonging to daily examinations.

When the teacher studies the minutiae of the flower or insect with her pupil he has the object in hand, and she questions him accordingly; but when from an eminence he takes with him a grand survey of the surrounding country with streams, plains and forest, she questions him accordingly. Hence these grand surveys serve an invaluable purpose, but are no substitute for

daily examinations. Indeed, a teacher that would substitute the daily for all else, would be like one who would lead his boy through a forest by its winding paths, and never care either before or after to give him a general or comprehensive view of his journey, in directions, distances and relations.

Finally, as to methods of examinations, as we said before, the boy should be examined as he has been taught. If writing has been an instrument of expression by him, and with which he has become familiar, then let him be allowed to use it; but if not, he is entitled to the use of the instrument of expression with which he is familiar. A written examination is not to be made an occasion for training in composition and writing. Let all things be made gradual, but progressive.

—Teach the children, says Plato, that the just man will be happier than the unjust, not simply from the intrinsic working of justice on his own mind, but also from the exterior consequences of justice.

Current Events.

During the recess the more important events refer to new appointments and the holding of the Teacher's Institutes at Cowansville, Paspébiac and Huntingdon. The new principal of St. Francis College is Mr. J. A. Dresser, B.A., formerly of Aylmer Academy; Mr. Chalk, formerly of the Boys' High School, Quebec, has been appointed classical master in Cote St. Antoine Academy, Westmount, Montreal, and Mr. Grundy has been appointed to the vacancy in Quebec. Mr. James Bennie has retired from the principalship of Hull Model School to follow commercial pursuits. Mr. D. M. Gilmour, who has been successful as headmaster of the Ormstown Model School, has received the appointment to the principalship of the new school at Valleyfield. Mr. Ford, formerly of Rawdon and Mansonville, succeeds Mr. Gilmour at Ormstown. Miss Smith, the lady-principal of the Sherbrooke Young Ladies' Academy, has retired from that institution after a very successful management of the same for four or five years. The Rev. Principal Tanner, of St. Francis College, has decided to accept the pastorate of Melbourne, P.Q. Mr. A. L. Gilman, of Sutton Academy, has severed his connection with that institution to enjoy the *otium cum dignitate* which ought to be by right the reward of every teacher who is as enthusiastic over school affairs as Mr. Gilman has been. Miss Paintin, of Bury, has been appointed to the Model School of Sawyerville. Mr. D. H. Pettes, of Valleyfield,

has been appointed as Inspector of the Federation Insurance Co.,—a lucrative post which he is well qualified to fill. We will report other changes next month.

—The Montreal *Witness* gives the following account of the Teacher's Institute lately held at Huntingdon. A very successful Normal Training Institute for Teachers is being conducted in this town by Dr. J. M. Harper, inspector of superior schools for the province, and Inspector R. J. Hewton, M.A., Richmond. Teachers are in attendance from all parts of the surrounding country. The institute was opened on Tuesday morning by educational addresses from Inspectors McGregor and Hewton and Dr. Harper. The benefit to be derived by our teachers from attendance at such an institute can be judged from a glance at the subjects taken up by each of the gentlemen in charge. Dr. Harper draws the attention of those in attendance to the following phases of educational work:—"The New Education," "School Comforts," "Physical Drill," "The Lesson, its Plan and Purpose," "Language Drill," "Vocal Culture," "School Discipline," "Mental Drill," "School Devices," "Memory Drawing" and "Moral Drill." Inspector Hewton has been presenting the following aspects of educational work for the consideration of the teachers present:—"Arithmetic as a Science," "The Lesson in Geography," "Numeration and Notation," "Maps and Their Importance," "Addition and Subtraction," "The Map in Relief," "Multiplication," "Physical Geography," "Mental Arithmetic" and "Division." On Wednesday night an exceedingly interesting lecture on "Something About Quebec" was delivered in the Moir Hall by Dr. Harper. The lecture was illustrated by lime-light views, and as the beautiful pictures of historic places and events passed before the vision of the audience, illuminated as they were by the eloquent words of the learned doctor, the thrill of patriotism was awakened in the breast of those present as they began to realize that we had in this country so much of the romantic and the beautiful. On Thursday a conversazione is to be held in the Moir Hall, when the teachers and lecturers will be entertained by the good people of Huntingdon. Addresses will be delivered by the Rev. Dr. Muir, Mr. Sellers, of the *Gleaner*, and others. On Friday afternoon Inspector McGregor of Huntingdon, will lecture on "School Discipline," after which the teachers return to their various spheres of usefulness there to carry into effect the new ideas they have received and to take to themselves new courage from the words of those who, without expectation of reward, have come so far to give them

the benefit of their experience. The *conversazione* given by the people of Huntingdon last night to the teachers attending the Normal Institute was a decided success. The large Moir Hall was filled with the beauty and fashion of the town. Short addresses were given by Inspector Hewton, Rev. Dr. Muir and Messers Sangster of Quebec, Brown of Levis, and Gilmour of Ormstown. Music, both vocal and instrumental, of a high order, was furnished by local artists. The closing session of the institute was held in Jubilee Hall on Friday morning. The lecturers were Inspector Hewton, Mr. Sellers of the *Gleaner*, and Dr. Harper. Mr. Hewton, in his usual able and impressive manner, drew the attention of the teachers to the particular lessons they should learn from the work in which they had been engaged. He ended an impressive course of lectures by congratulating those present on the success of the institute. Mr. Sellers gave a very interesting and practical talk on tree culture. He dropped many hints which will prove of great assistance to the teachers in regard to this important question. Dr. Harper completed his course of instruction by a fine address on "Moral Drill." He led the teachers on step by step, that they might see how to bring up their pupils to a higher moral standard. The effects of so fine a course of instruction must long be felt by the teachers of this district.

—The authorities of Stanstead College have been making great improvements on their grounds, as well as in connection with their various buildings. The Bury Model School has also been showing activity in this connection. The Protestant Committee will no doubt take action at the September meeting in regard to the competition among the schools under their supervision as to the best kept school grounds. Many of our schools are doing their best to enter upon the competition.

—The Commissioners of St. Lambert are about to erect a fine new building for their Model School. The closing exercises of that institution were this year a great success, and the taxpayers are determined to be behind no community in the matter of its school appliances. The only change on the school staff this year is the withdrawal of Miss Cameron, who has proved herself to be an excellent teacher. Mr. Jackson, formerly of Waterloo and Cote St. Antoine, is head master of St. Lambert.

—The Model School of Lachine is about to have new premises in a fine building erected near the centre of that place. We congratulate the new principal on his prospects of having a comfortable building supplied with all the necessary

appliances. We wish the enterprise of the Commissioners every success.

—In addressing a class of Normal School Students lately Dr. Hunter, said: "Unless, you love children, you should not become a teacher. Be a scrubwoman, a cook, or a housemaid if you have no love and sympathy for the children, for if you do not have these requirements, despite all your learning, you are not competent to teach.

—The meetings of the Pan-American Congress of Religion and Education were held at Toronto, Canada, July 18–25. The outline programme of the Congress comprised a numerous list of attractive and important subjects. Besides the addresses and discussions on the broad general questions affecting religion and civilised progress, there were three special sections devoted respectively to the "Young People," to "Education," including the Religious Parliament Extension, and to "Philanthropy." The congress was welcomed by the Major of Toronto on July the 18th; on the 19th President Henry Wade Rogers and Archbishop Ireland delivered addresses; on the 20th Miss Jane Addams and the Rev. William Galbraith; on the 22nd the Rev. William Clark and Bishop M. N. Gilbert; on the 23rd the Rev. A. Lazerus and Mrs. Charles Henrotin. The Hon C. C. Bonney of Chicago presided over the department of Religious Parliament Extension, while Dr. Paul Carus and other speakers, too numerous to mention, gave spirited addresses.

—It is wonderful what a school board can do as an example. The town of St. Stephen, New Brunswick and the municipality of Westmount, Montreal, have given an illustration of this that cannot be kept out of sight. A N.B. contemporary says:—The example of the town of St. Stephen in school matters has always been potent for good. At this time when complaint is being made regarding low salaries, the St. Stephen board has approved of a progressive scale of salaries for its teachers, which appears in another column. It will be noticed that the minimum is the salary now paid the rank and file teachers, and it increases for five years, always providing the work of the teacher is satisfactory to the school board, principal and inspector. There can be no doubt of the wisdom of this step as well as of its economy. Teachers will not only be encouraged to make their best effort, but will be induced to continue in the service of the Board.

—Many parents have signed a petition to the board of education asking for the closing of the public schools on the first of June. The recent hot weather has made a few of the

teachers wish that the board could be persuaded to reduce the school year. But it is not a question of weather that must decide in this matter. The principal question is, What is best for the children's health—not only physical, but moral and intellectual health? It is unwise to think of closing school for fourteen weeks. There are plenty of means of avoiding excessive nervous strain on hot days. The school commissioners should stand firm in refusing to lengthen the summer vacation. Let them adopt the rule that as soon as the thermometer rises above, say, ninety degrees the schools be closed for the day. So says a New York Journal.

—Some superintendents were sitting together and discussing the usual topics when one started off on the kindergarten: "We have one kindergarten and will soon have another; my intercourse with the teachers who apply for places has led me to doubt the institution; they know so little, are so narrow; they have learned a little, a very little about the ball and cube, and then they undertake to start twenty-five or thirty children in the way they should go. They don't know about the bodies or minds, they know just how to teach them to make figures with different kinds of woollen yarn and that is all. The kindergartner should be a well educated person, in my estimation." So say all of us.

—The next meeting of the Dominion Association of Teachers will be held in Halifax, Nova Scotia. Under the presidency of Dr. A. H. McKay, there is likely to be a very successful meeting.

—A circular received announces that the University of Buffalo has incorporated a school of pedagogy with its other departments of law, medicine, dentistry, and pharmacy. The school is designed for advanced students of teaching; particularly, though not altogether, for principals, superintendents, and training teachers, and hence will be devoted exclusively to professional work. It will have a faculty of its own, four of whom have already been appointed, *i.e.*, Dr. F. M. McMurry, Mr. Herbart G. Lord, Dr. Ida C. Bender, Mme. Natalie Mankell. In addition to the regular work, short courses of lectures will be delivered by Pres. Charles DeGarmo, of Swarthmore college, Supt. Henry P. Emerson, of Buffalo schools, Dr. W. T. Harris, United States commissioner of education; and Dr. Nicholas Murray Butler, dean of school of philosophy in Columbia university. The theories advanced in regard to education will be applied, tested and further developed in a well organized and fully equipped graded school, which is entirely under the

control of the faculty of pedagogy, and in which students will be allowed ample opportunity for practice.

—What can Canadian Teachers think of this that has taken place in the far-away Berlin of Prussia. The late severe winter brought home to school managers the question: How is it possible to provide the poorer school children with a mid-day meal without injuring the parents' sense of self-dependence, or perverting the purposes of our schools? The experiment began October, 1893, under the inspectorship of Dr. Zwick. The municipal board combined with the society for the Care of Children out of School Hours in fitting up a room with five small kitchen ranges (such as the people themselves use), five small tables, and five sets of open shelves stocked with the simplest utensils. Here lessons are given four times a week to classes of twenty girls of twelve, thirteen, and fourteen years of age, the scholars taking two hours' less needlework in the week. The lesson lasts from three to four hours, including a pause for relaxation, and the time involved in the setting of tables and washing up. The system has worked excellently. The girls are arranged around tables in groups of four, and are marshaled by the teacher with admirable dexterity. All that goes on in the pot is worked out in sample in glass vessels on the teacher's raised table, and the children are given every opportunity of proving for themselves the worth of a recipe. Household chemistry, physics, and economy are united. Bad materials and good are alike handled, and it is not considered waste of time to send the more advanced scholars round the corner to market for the rest. Thus they become acquainted with the resources of their own neighborhood, and gain familiarity with weights and prices. Sometimes the teacher will herself bring a basket of produce for the lesson, and convert her table for the time being into a market stall, at which the children come to buy, every child keeping her own account-book and recipe-book. Two children together cook for one typical family of father, mother, and one child, or, roughly speaking, for five children. When the lesson is over, the tables are laid with white oilcloth, spoons, and enamel bowls, and the food is served to the poorer children of the school at one penny per portion, boys and girls feeding on alternate days. The parents are glad to have the children provided for. When it appears that the penny is not forthcoming, the matter is looked into and settled on its own merits, some charitable person generally supplying the fee, which is in a' cases paid, so that the children stand on the same footing of equality with regard

to each other. In the official report, the cost of food material is averaged at three marks a day for forty to fifty children. House room, coal, water, gas, heating are supplied by the municipal school board, with a special grant of \$125 per annum; the education department gives \$100 towards the teacher's salary, and the rest of the responsibility is borne by the society above mentioned for the Care of Children out of School Hours.

—In no country is education more highly esteemed than in China. The child of the workingman, as a rule, cannot hope to get more than a mere smattering. But scattered through the country are numberless families, the members of which for generation after generation are always students and from whom, as a rule, the officials come. They have no knowledge of any business or trade. They correspond very closely to what are, or used to be, called gentlemen in England, and preserve their position with great tenacity, even when hard pressed by poverty. Rich parvenus, as a matter of course, engage tutors for their children; and in the humblest ranks of life occasionally parents will stint themselves to give an opportunity to some son who has shown marked intelligence at the village school. But neither of these classes compete on an equality with those to whom learning is an hereditary profession. The cultivation and intellectual discipline prevailing in such families give their members a marked advantage over those who get no help of any kind at home, and who must therefore depend entirely on what they learn from their paid teachers. The orthodox scheme of education is entirely concerned with the ancient literature of China. The original works which occupy the student's attention were for the most part written before the literature of either Greece or Rome had reached its prime. But there are commentators belonging to later periods who must also be perused with diligence. China has not seen an influx of new races, such as have overrun Europe, since the days of our classical authors; but still, from mere lapse of time, the language of the country has greatly changed, and the child beginning his studies cannot without explanation understand a single sentence, even if he has learned to read the words of the lesson which he has before him. The student makes himself acquainted as thoroughly as possible with these classical works. The more he can quote of them the better, but he must master the matter contained in them as well. He must get to know the different readings and different interpretations of disputed passages, and, finally, he

practises himself in prose and verse composition. In prose he carefully preserves the ancient phraseology, never admitting modern words, though there are certain technicalities of style which will prevent his productions from being an exact imitation of the ancient literature. His verses must be in close imitation of the old-time poets. They must follow elaborate rules as to rhythm, and the words must rhyme according to the classical sounds, which are very different from those of to-day.—*The Nineteenth Century*.

—President Bashford, of the Wesleyan University, told the 800 students that the faculty, after making a study of the matter, have decided to ask all the students to discontinue the use of tobacco, beginning next fall, and if any tobacco users come they will ask them to quit the habit, and if they do not, to quit coming. About 129 it was found were already users of tobacco.

—A practical attempt to solve the question of how to feed poor children has been made at Guéret by the establishment of a school canteen. In January, 1894, a room was set apart in the chief boys' school of the town, to which all the children, boys and girls, from the primary schools might go for their mid-day meal. The special feature of the scheme is that by this concentration the cost of preparing the food is reduced. The headmasters and headmistresses purchase from the treasurer of the canteen the number of tickets they think likely to be demanded, and sell them to their pupils at the rate of five centimes each. The actual cost of the dinner is twelve centimes, the deficit which would otherwise result being covered by subscriptions. In some cases free tickets have been given. The number of meals provided down to February 1, 1895, was 4,355. There is, nevertheless, a substantial balance in hand for next winter, when operations will be resumed. This, we shall be told, is only another mode of pauperizing the parent. But in any jury impanelled to pronounce on the wisdom of such a scheme should always be included a few teachers who have had classes of eighty or a hundred children before them, and some twenty or thirty of these unfed.

—The entries at Bonn for the summer half-year illustrate the relative popularity of various careers in Prussia. Of 706 students, the Faculty of Evangelical Theology claimed only 26, that of Catholic Theology 82; 213 registered themselves as students of Law, 138 for Medicine; the comprehensive *philosophische Facultät* accounts for the remaining 247. Future schoolmasters are all included under the last head. Thus the

estimate seems to be that as many lawyers will be required as pedagogues. The total number of students will be, it is anticipated, 1,780, as against 1,538 in the winter half-year, and 1,634 in the summer of last year. The figures are large, considering that the University is not yet seventy years old.

—In the debate on the Education Budget in the Prussian Landtag, a Polish deputy, M. Czarlinski, complained of the employment of corporal punishment in schools, and attributed the frequency of chastisement in the province of Posen to the fact that instruction was given in a language which the Polish children did not understand. The Minister, Dr. Bosse, in reply, declared that corporal punishment was necessary: there were some children so ill-bred that they needed the rod. After supporting his opinion with the usual Scriptural authority, he added that he did not believe that abuses existed; he might be convinced if complaints came from all parts of the country, but they were always from the same quarter, and were heard whenever a Polish boy received a box on the ears from a German schoolmaster. It is probable enough that race hatred does give additional sting to the cuff; whence we deduce the inference that cuffing in Posen is a particularly bad pedagogic method.

—Bishop Hurst, who is president of the Board of Trustees of the American University, which on Wednesday raised \$150,000 for the erection of the first building—a hall of history—is very enthusiastic over the outlook. The work done at the university is to be purely post graduate, a college diploma being necessary for matriculation. Although two-thirds of the trustees must be Methodists by the terms of the charter granted by Congress the purpose is not to make a sectarian, but a Protestant institution. Ultimately the plans contemplate twenty-nine buildings. The trustees estimate that it will cost \$5,000,000 to start the university and \$10,000,000 for the full equipment.

—In virtue of a ministerial decree in Austria, the teaching of gymnastics is rendered obligatory in six *Gymnasien*. Instruction will be given in all the classes of the schools in question for two hours every week, and will be according to the principles of Spiess. Exemption will only be granted upon the production of a certificate signed by a doctor in the public service. The decree orders that the exercises shall take place in school hours, and shall begin at nine or ten o'clock in the morning. Our impression is that gymnastics are in most English schools relegated to the late afternoon hours. It is

thus, perhaps, worth while to call attention to the time considered most suitable by Austrian experts, The body shall be fresh, not jaded.

—Dr. Rand has retired from the chancellorship of McMaster University, Toronto, and hereafter will assume the less responsible duties of a professor in that institution. Rev. O. C. S. Wallace, who, like Dr. Rand, is a native of Nova Scotia and a graduate of Acadia University, has been offered the chancellorship.

—The organization of the first Honolulu Teachers' Association was recently completed, in spite of prevailing local disturbances. Professor Brown, of the University of California, delivered the opening address, choosing as his subject "The Requisites essential to success in Pedagogical Research," and incorporating in his discourse a sketch of the Verein für wissenschaftliche Pädagogik at Leipzig. He dwelt above all on the claims of child-study and the merits of Herbart's pedagogic system. At the close of the address, the Association, according to previous agreement, resolved itself into the following sections: History of education, psychology, child-study, methodics, nature-study, and manual training. Herbartian pedagogics have a great future before them, being destined, it would seem, to spread wherever American influence predominates.

—India has taken kindly to the European system of examinations, and the examinations have, as usual, brought dishonesty in their train. Recently there came a story of a promising young Hindu who persuaded a servitor to change the covers in which his answers were shown up for those in which the work of a more studious candidate had been contained. The fraud was only discovered when the latter, having failed to pass, demanded a scrutiny. A later instance is of an audacity which is almost pleasing. A candidate from the Rajshahi centre put down his age as twelve, whereas he appears to have been about twenty-one or twenty-two. The Principal of the Rajshahi College has in consequence made the prudent suggestion that the Government should compel registration of the birth of any children who are intended for the entrance examination: yet this would require a somewhat early choice of a profession. Meanwhile it has been pointed out that the returning officer ought not to have signed the candidate's application, which seems true, unless, indeed, the candidate had a singularly youthful appearance.

—The difficulties of the Manitoba School Question, about which

there has been so much talk, can in our opinion all be solved by the administration of the school-law, as they have been in New Brunswick and Prince Edward Island. And this administration, if judicious, can conserve the religious interests of the people, perhaps, as well as the priest or parson, who on account of their denominational differences can hardly be expected to agree on what should be the beginning and end of religious instruction in our schools.

—The Education problem in Australia.—The Sydney correspondent of the *Westminster Gazette* relates an interview he has had with Cardinal Moran, who, in answer to questions, stated his views on the education problem. The interviewer began by saying that the Cardinal was, perhaps, interested to learn, from a *Westminster Gazette* article, cabled to the Sydney papers, that the Primate of the Anglican Church was fairly satisfied with the educational systems of Australia:—"I had many conversations on the subject with his predecessor, the Right Rev. Dr. Barry," said his Eminence. "He looked on religion as an essential element in education, and he publicly declared in many of his addresses that the stand the Catholics had taken was the proper one. Of course, we regard the problem of education as the real problem of society at the present day. We consider that if the children are allowed to grow up without religion, or in indifference to religion, the future of this nation must be tainted with the same impiety or indifference, and that—particularly to-day—nothing can be more detrimental to the true interests of society than the growth of irreligion. The wealthier classes can provide means for having their children trained in religion and piety, independent of scholastic training, but for the great mass of the people the only education is that afforded by the public schools. Nowadays the mass of the people cannot be overlooked, not only as an element of society, but as a governing element. The people are the ruling power, and if democracy is allowed to be tainted with socialism, or irreligion, or impiety—by whatever name it may be called—the future of society must be sad indeed."

—Mr. Neil Heath, second master of the Victoria Collegiate Institute, has been suspended for a year for speaking contemptuously of the Roman Catholic doctrine of transubstantiation before his classes.

Literature, Historical Notes, etc.

The Japanese war with China is just over and the most of us know what it was all about. A few words on the children of Korea may be made of interest in the class-room, and may induce the pupils to learn more for themselves about that country, geographically and historically. The following sketch is from the pen of Miss Kate Gannett Wells, in *Primary Education* :—

American boys and girls who think they have a hard time at home would have a great deal harder time if they lived in Korea. They might like, however, being invited to go to school, only they could not refuse the invitation. There are no public schools in Korea, and every rich man must establish a school for his own boys and invite the fellows they like best, but whose fathers are poor, to study with them,—perhaps forty in all.

Boys need not go to school till they are six years old, but when once there they must stay for six years. The first thing they do is to learn by heart a kind of spelling book of two thousands words, for each word is given in both the Chinese and Korean tongue. Each line consists of four words and tells some fact,—“The heaven is dark,” “The sky is broad,” etc. Then children sit on cushions before their desk and repeat the lesson aloud twenty-five times, asking questions and having it explained to them just as we do here. Each child is trusted to keep his own marks. To do this he has a counter about seven inches long and two inches wide, made out of stiff oiled paper. It has many little openings, like doors, which mark the numbers, and each time he repeats the lesson he opens a door. If by chance he does not count fair or is naughty, he has to stand on a block or be whipped on the leg, but he is never put in a class, for they have no classes, each one does the best he can.

He learns to write while he is learning to spell; and as there are fifty thousand Chinese characters he is always learning. When he has been at school a year he studies what we would call the little duties of little citizens at home and abroad, and learns also by heart rules and golden texts—about thirteen books of them—until he knows them perfectly. Then he begins to study what American boys do,—geography, arithmetic, history and poetry. He is considered stupid when he is grown up if he does not know all the names of the four hundred Korean counties. He has a good time, however, for geography, history and poetry are partly learned by playing games about them. He even does his mathematics by counting sticks and tables, just as little children do here.

When he is eighteen he may go to a military school and learn rifle practice, and the flag service of forty-eight flags, and Chinese pass-words and how to give the countersign and challenge and answer. If he is going to be a calvary officer, he will do more than a circus rider; not only jumping from one horse to another when he rides out, but swinging himself quickly under the body of the horse so that he need not be hit by a bullet. If he wishes to be a musician, he practices on thirty-five different kinds of instruments, and wears a scarlet robe and a blue silk belt, and a hat shaped like a bird. If he becomes so famous that he is musician to the royal family, he has the honor of a yellow dress and blue belt, and yellow hat trimmed with gold. But if he is going to be a literary man, he will write on the thinnest paper he can find, and piles his sheets on top of each other till they reach from the floor as high as his chin. Then he has done a "chin;" and if he is always very industrious he may do two or three chins before he dies.

There is one thing Korean boys have to do which our American boys might not like, yet perhaps some very chivalric boy might be willing to suffer instead of having the President's little Ruth punished. But in Korea, when the prince is naughty it is against the law to punish him, so the companion he loves most has to be punished instead of him, by standing on a block just big enough for his feet, not an half inch more. Try it for half an hour and see how it hurts.

Korean young ladies are first-rate cooks. They know more about cooking and sewing than about their books. Each one is very ambitious to set the table well, and to have the dishes of food look handsomely, such as salads, jellies, meats, and water-ices in the shape of fruits. In Korea they invent ways of arranging dishes of food two and three feet high, so as to produce contrasts of color by the kind of food served. They cook rice in all sorts of ways; wiser than other Asiatic nations, they eat beef twice a day.

Then the girls acquire another art,—that of sending messages to each other. They study the words until they choose the most elegant ones, and then say them over and over to the servant until she knows them by heart and goes off on the errand. Such messages would sound very formal to us, but in Korea the more formal they are the more do they prove that the sender is a lady. And as each one wants to be the queen's private secretary, each one takes such great pains with her handwriting that it is wonderful.

Korean women dress as we do, or should do if we did not

have such small waists. The queen herself is specially taught by the queen dowager (may she like it!); and though she must know more about books than the other court ladies, she must also understand how to cook and sew. After all, it is not very bad to be a Korean girl or wife, for the men always treat women well, though it is better to be an American girl and go to the public school.

—The following are not taken this time from the examination answers of the schools in the provinces, but many of them are just as funny as an illustration of scholarship in its unripened state. The selection comes all the way from the schools of Great Britain:—

Give the title of the highest office held in the Church of England.—The Archipelago of Canterbury is the head of the English Church.

St. Augustine was sent to England by Pope Geography to convert the English, who were heathens before they were created.

Vis consili expers mole ruit sua (Hor., "Odes" III. iv. 65).—The unexpected weight of the consul fell upon the soft pig.

Il avait le bras cassé par un coup de pistolet.—He had a couple of pistols in a brass case.

Triremis.—A three-oared ship.

The river in Italy about which there is a common saying.—The cat in the Adige.

The negroes you offer me are inferior; the whole race must be degenerating: they used to have five feet and six thumbs (*cinq pieds et six pouces de hauteur*).

The battle of Marathon.—Something mentioned in the Bible which means *bitter*.

Utopia (Sir Thomas More's).—The name of a girl bound to a rock, waiting for a dragon to come and devour her.

The arrest of the five members.—The five members were particularly fond of going to the theatre, and were arrested there.

What misfortunes befell Lot when he went to Sodom?—He got a wife, sir.

Give a proof of the Earth being round.—It says in the Bible, "World without end."

"Paradise Lost" is written in lines, each of which has five embryonic feet.

Und diese Wolken, die nach Mittag jagen (Schiller, "Maria Stuart").—These people who hunt after dinner.

A boy, doing a Latin exercise without dictionary, was

puzzled what to put for "ladder." After due thought he wrote down *juvenior*.

A mystery is a thing that you cannot grasp, something that you cannot possibly understand. Now can you tell me one of the mysteries of religion?—Mr. X. (the curate).

In me convertite ferrum.—Change me into a wild beast.

Paraphrase; "O my good Gonzalo,
I will pay thy graces
Home, both in word and deed."

—My noble Gonzalo, I will pay thy travelling expenses.

Write a short account of the Seven Years' War.—The first engagement in this war took place at Quiberon Bay. From there Robert Clive led his soldiers to the heights of Abraham, above Quebec. This manœuvre surprised the French.

What do you understand by the Salic Law?—The Salic Law forbade any man descended from a woman inheriting the throne.

What are the chief mountains of Scotland?—Ben Nevis, Ben Lomond, and Ben Jonson.

What happened to the Israelites after they ate the quails?—They had indigestion.

Name the mythical animal supposed to exist in fire.—Satan.

Domesday Book was a book that every one would read, and the Curfew Bell was rung at 8 o'clock to stop them.

1. What is meant by the High Seas?—Archbishop, Bishop. G. U. L.

1. What are the principal food plants of Europe?—Mangles, hopes, currents, nut-trees, and tobacco. MÈRE FOSSETTE.

1. How many senses have we? Name them.—We have two senses, wrong and right. MONK.

1. When the Syrophenician woman came home, she found her daughter had gone out, and the devil was lying on the bed. E. C. M.

1. Why have we four seasons while there are only two in the Tropics?—The part within the Tropics has to rotate so much faster than that within the Temperate Zones, there is only time for two seasons.

2. Explain the following: (a) arguing in a circle, (b) French leave, (c) mirage.—(a) A family dispute, (b) a kiss on both cheeks, (c) when two people go to church, become one, and then live together ever after.

1. Who were the "brethren of the Lord"?—Some say they were the children of the Virgin by a previous marriage. (Cavendish College, Camb.)

2. Present tense of *posse*.—*Pum, pes, pest, pumus, pestis, punt.*
(Girl's School.)

Ut assidens implumibus pullis avis

Serpentium allapsus timet

Magis relictis (Hor., "Epod." i. 19).

—As a man, sitting on the unfledged offspring of a bird, fears rather that he has fallen into the cast-off skins of serpents. (Trin. Coll., Camb.)

J. GOW.

1. I will go no further.—*Ibo non plum.*

ARCTURUS.

1. How is silence expressed in music?—Silence in music is expressed by putting your feet on the paddles.

L. R. A. M

1. On what occasion did our Lord use the words: "With God all things are possible"?—To the woman who had had seven husbands.

NIESKY.

1. What and where is Corea? A thing the Mahomedans read the Bible from.

ARDLOCH.

1. What is a blizzard?—The inside of a fowl.

LETHE.

1. *Romulus imaginem urbis magis quam urbem fecerat.*—Romulus made a map of the city greater than the city.

2. Homer was a Greek poet whose chief work was Virgil, and has been handed down to us in a revised form by Pope.

J. W. R.

1. How many Apostles were there?—Thirteen. St. Matthew tells us the names of twelve, and St. John gives us the name of the other one—Verily, that Jesus used to talk to so much.

2. Dido was queen of Cartilage, and was afterwards changed into a bone.

3. Now, Jack, come, be sensible: if every orange cost a penny, what would you give for two?—Two for three 'apence, sir.

A. B. C.

1. What happened when the Israelites looked into the Ark (at the dedication of Solomon's Temple)?—When they looked in the Ark they found Mary Magdalene sitting.

LINE UPON LINE.

1. Explain the words: "What's Hecuba to him?"—(i.) Hecuba was a town in Sicily, where there were a great many bees, and hence a deal of buzzing. (ii.) Hecuba was a goddess who was turned to stone, and shed tears during the summer months.

2. What is the meaning of the words: "When we have shuffled off this mortal coil"?—(i.) It means that the body was formerly supposed to be wound around the soul. (ii.) It means that if we have any shuffling to do, we must do it now, because there will be no shuffling in the world to come.

J. G. B.

—The reading of *Trilby* is a rage that has about expended itself. The book impressed me in this way, says a writer in the *Open Court*. That any one who is fairly well informed, who has anything of an emotional temperament, or who, as a scientist or philosopher, understands the emotional nature, who has some sense of humor, who can appreciate the beautiful, who can comprehend something of idealism and realism, who loves truth, courage, and generosity, who can feel genuine sentiment and realise the bearings of fact under the glitter of imagination, who has a desire for the elevation of his kind, can take up *Trilby* as a classic, read it many times and find something new in it or in the suggestions it stimulates at every reading. He can find texts for a sermon or an essay in some of its parentheses. It is not a book to be read merely for the story, though that is thrilling and educational. Accidentally or intentionally the author has given us matter for several books in one. It is *sui generis*. It has no model. It cannot be compared with any other work. It is a novel only as it tells a connected story. The story is only a shape on which to display a great variety of things. As well call the human skeleton the body. It has no repulsive character in it. Even Svengali is a hero and full of interest to us. In characters and incidents it is natural and not improbable or impossible. It approaches exaggeration just near enough to add interest without repulsion. It touches more subjects intelligently in rapid succession than any other work of fiction I ever read. It does not keep us waiting impatiently, or break or tangle the thread of regular progress, or in any place tire us or create a disposition to skip. It has no abrupt breaks, or leaps, or lapses, or by-ways, or side tracks. No grouping of incidents and characters to be left behind to go back after and bring up later, and after we have started on a journey with others. No straggling or losing of characters. They are all disposed of in such a way that they drop out and come back again when wanted—if wanted—at the right time and place, of themselves, in a natural, consistent way, without interrupting the current of our interest and enjoyment. Whatever it touches on it treats without being tedious and in a manner to impress the memory, appeal to the intellect, awaken a sense of humor, or stimulate curiosity and wonder, or excite surprise, or arouse sympathy, create enjoyment, and leave more suggestions and fewer regrets than any creation of modern times.

The pictured illustrations are simply wonderful. Their truthful adherence to personality and situations seem perfect,

except as to Svengali. They contradict the personal description given of him, but are speaking likenesses of such a character as he is described—just such a person as one would expect from the character. I read *Trilby* for the story as an engineer would run a preliminary line for a railroad, leaving the critical surveys to be made afterwards, with corrections and estimates. Then I read it for the study of its characters and its own development and maintainance of them. And again for its situations, its philosophy, its idealisms, realisms, romance and fact, in contrast and combined. Once more for its imagery and beauties of description. Finally, for its literary composition, its wonderful language, use of words and sentences to accomplish a purpose, its rhetoric, logic, criticisms, inventions in comparison, its parentheses taken with the text and in their implications alone; each time keeping in view the special object of reading; and afterward I felt inclined to pick it up and read portions of it from time to time. Each character fits its place. Each situation comes naturally. The book is mathematical as a whole. Strike out any character or incident, or course of action and its proportion will be marred or destroyed. It does not seem like a studied design; but as if the author started with some fixed ideas, and after starting it ran off his pen as a sort of inspiration over which he had no control. It has few repetitions.

Of course, the book is not above criticism. What he says about fiddles (p. 231) is a bit of careless writing. His method of securing hypnotic influence on Trilby in her last scene challenges those who think it easy to have Svengali's picture produced in connection with any special mystery. As he introduces it, it develops the author's plan.

—What a lesson from the gospel of a fully developed manhood there is in the following from the pen of Charles C. Abbott when he speaks about Thoreau and Emerson. "Pounding beans, which Emerson sneers at, would not be degrading or belittling or unworthy a man of brains, if here and there a man of mental force would show that his brain and brawn need not come into conflict. If, over the land, Thoreau would demonstrate that a day of toil in the fields can be followed by an evening of rational, intellectual enjoyment, the world would quickly advance beyond the present stage of agitation and unrest, that needs a standing army to preserve even the semblance of order. If the philanthropists would attack the problem of intellectualizing work, the workman would be benefited indirectly more than any efforts directed at "the

masses" will avail. No work that the world calls for should be looked upon by a favored few as beneath manhood. More mischief lurks in a sneer than about a cannon's mouth. Thoreau stands for two conditions which neither Emerson nor Lowell nor any great man of letters or of science or of political economy has ever dreamed of displaying upon his banner: Simplicity and Sincerity. This was an ambition far higher, far better fitted to secure the welfare of man and the permanency of his own fame (if he ever thought of the latter), than anything that Emerson ever thought of. Of course we must always bear in mind that Thoreau died before the youth of old age had commenced, and it is obviously unfair to pass too critically upon his writings. But two of the eleven volumes that complete his works were issued in his lifetime, and what he might have done with the mass that has since been printed, what omitted and what elaborated cannot even be conjectured. That the best results should be realized, Thoreau should be read first, and what his critics have to say be considered subsequently; and it is to be regretted that, laudatory as is the biographical sketch by Emerson, it should have contained a single stricture. That stricture was not called for.

—*The Story of Daphné*: Those of our teachers who wish to join in the movement in favour of bringing to the attention of their pupils the learning of the pagan world that brought grist to the mills of Homer and Virgil will find all that they want in the "Wisdom of the Ancients" of Lord Bacon, a book which every teacher should read. The following is given as a specimen of the story building of a teacher who has joined the movement in favour of the revival of the old classical literature among pupils who are not studying the classics in the original. After reading the story of Daphné as thus told by Miss Hadley, the teacher may be forced to turn up Bacon, and this is the reason we have taken it as a literary selection:—

"Daphné was a pretty young girl, the daughter of the river Peneios. Her home was in the valley of Tempe, near the foot of Mount Olympus, and here, shut in by high hills, she lived happily for many years.

There were no houses of brick or wood there, but her father, who loved her dearly, had fitted up a great rocky cave for her to live in. You wouldn't suppose such a home could be a very comfortable one, but Daphné thought it the finest in the world. The floors were of beautiful, polished pebbles, or bright pink and silvery shells, while the cushions to sit and lie upon were of the greenest and softest moss.

Here the birds came to sing for her their sweetest songs, and the river nymphs were always ready to tell her wonderful stories of the great world beyond the valley; the trees beside the door gave her their cooling shade in summer and sheltered her from the cold in winter, and the flowers brought her their sweetest perfumes.

Every morning she climbed the rocky hills and watched Apollo guiding the fiery horses of the sun across the sky, and when the western mountains shut his chariot from sight she ran home to listen to her father's sweet songs, and the stories that sent her to sleep.

In this way she lived many happy years, and then, one day, something dreadful happened. It was early in the morning, and she stood on the hillside watching the great sun chariot just starting out through the gates of the morning. Apollo, who had never before looked that way, now chanced to see her and thought her the most beautiful maiden in the world. He called to her to come with him to his beautiful palace in the sky.

Pretty Daphné cared for no one but her father, and she never meant to leave him. So, instead of being pleased because such a great god as Apollo loved her, she was frightened and ran toward home as swiftly as she could. This only made Apollo more determined to make her his wife, and fast as she ran, he went still faster, all the time crying to her not to be afraid, but to stop and speak with him if only for a minute. But Daphné only ran on and on as swiftly as the wind. Yet in spite of all that she could do she found that Apollo must soon overtake her.

Poor frightened Daphné! How she wished she had never gone upon that hill to watch the sun chariot. But it was too late now to think of this. Apollo was nearer and nearer, and as she reached the river's edge he reached out his hand to seize her. This frightened her so that she screamed to her father to help her.

Now what do you suppose Peneios did to save his daughter from Apollo?

No sooner did he hear her cry than all her lovely hair became green leaves, bark grew over her fair skin, and from a pretty young girl he changed her to a laurel tree. Wasn't that a wonderful thing to do? Of course she was safe enough now, for Apollo didn't care to carry off a tree, and that was what was left in her place.

But he loved her so much and was so sorry to lose her

forever, that he said the laurel should always be his favorite tree. Its leaves should be evergreen, and when men did any good or brave deed, painted beautiful pictures or made sweet music, they should be crowned with wreaths made of the laurel's glossy leaves.—*American Teacher*.

—In Chambers' Guide Book to Quebec, which is undoubtedly the best that has ever been issued, the following reference is made in connection with the author's description of the Dufferin Terrace: "Unfortunately it has become necessary to condemn, as unsafe, and to close against the public, a portion of this magnificent promenade, at the end that lies just under the Citadel. This is in consequence of the disastrous landslide that occurred from the face of the rock immediately below the end of the Terrace on the fatal night of the 19th of September, 1889. The rocky debris may be seen below, that in its fall crushed and buried seven or eight houses to a depth of twenty or thirty feet, hurling between fifty and sixty souls into eternity without a moment's warning."

THE LANDSLIDE.

Have you heard the direful tidings
 Trembling in the morning air—
 Death that harbours with disaster,
 Bringing on the town despair?
 All last night, from eve to daybreak,
 Roared the tempest, pouring down,
 Lashing like a blinding fury
 Through the highways torrents grown.

What! you have not heard the tidings,
 How the storm did not abate,
 Till the darkness thick as Egypt's
 Settled like a coming fate!
 Why 'twas flood like earthquake rending
 Rock and terrace strand in twain,
 Crashing with relentless downfall,
 Rack and ruin in its train.

Up and to the work of rescue!
 Brothers help us, sisters pray,
 Dig for life, tear out the timbers,
 Heave the boulders from your way!
 Hark! a voice beneath the debris!
 Can it be a human cry?
 Dig for love, dig, dig in earnest;
 Dare we pause when one may die?

What! you say 'tis yet another,
 A fair haired laddie limp and dead?
 O God! to think how many, many
 Lie upon the morgue's cold bed.
 Young and old, men, women, children—
 What of that? Again the cry!
 Yes 'tis there, though faint and feeble;
 Up and every sinew ply.

To the work a thousand helpers!
 Should we save but one 'twere well:
 The voice below comes near and nearer,
 Making every heart-ache swell.
 He's dead, you say: no, no he's living;
 Be tender, lift him out with care,
 Would that all had thus been rescued!
 Ah, me! the wish but brings despair.
 He dies—he's dead—the last one dead!
 Count them? No, we may not stay;
 Such lament makes hope a ruin,
 Let us help those whom we may.

Alas! for us and for our city;
 Alas! for those who victims fell;
 Alas! for weeping kindred wailing,
 As the warders sound the knell.
 Crash it came, no moment's warning;
 Down it plunged an avalanche;
 Rock and ruin, breaking, bursting,
 Making men and rulers blanche.

Practical Hints and Examination Papers.

What is a school and what is it for? The idea is indefinite in the minds of many that it is both public and private. It is a public institution in the fact that it is supported by the public fund—yet it is often used to promote private ends. Who should teach in it? The idea that a town or district must supply its own teachers so as to keep the money spent at home must give way: the child's needs should be supplied with the best teachers, no matter where they come from. No one should be considered to hold a mortgage on a situation in any school on account of long service, infirmity, family needs, political or sectarian relations. The teacher's continuance in service should rest upon a strictly professional and business basis—neither politics, nor relationship nor denominationalism, nor charity should enter into the matter.

—*Whose fault was it?* In one of our country schools there was

no end to the disorder and confusion prevailing. Some give one reason and some another, but perhaps the best explanation of the state of affairs could be given in the teacher's own words, written at random by one of the boys, who "took notes" for his own amusement.

The notes were not taken for publication of course, but they are given here *verbatim*, hoping they may help some young teacher to steer clear of such shoals.

"We have too much whispering, and it is among the larger scholars; whisper a little more softly."

"Girls, you are too noisy!"

"Stand up in the class, Jenny."

"Turn around that way, Mary,"

"Karl, get your slate out."

"Johnny that is enough of *that* now."

"Have it quiet at the board."

"Too much loud whispering. *We must have it quiet!*"

"Turn around there and get your lesson."

"Now *we must have it quiet*; it is useless to have all this noise in the school-room."

"*Sit down there, George.*"

"Let's have the attention of the class."

"*See here, boys!* we have enough whispering now."

"Jake and Andy *let's have it quiet.*"

"Now *let's have it quiet*, it's getting too noisy."

"Let's *have it quiet, boys.*"

"We have too much noise, let's *have it quiet.*"

"Karl, make those letters."

"James, *let's have it quiet.*"

"We have too much whispering; each one get to your own lessons."

"If you have no respect for me have a little for yourselves."

All the above corrections took place inside of a few hours, and that was the last term that teacher tried to teach.

We will let the reader draw his own moral.

—WHO, WHICH, OR THAT.—*Copy the following sentences, filling the blanks with the words WHO, WHICH, or THAT, as may be required:—*

He met a man——pointed out the right way.

I have written in my own words the story——you told me.

The calyx is that part of the flower——holds the corolla.

Those——read poetry find beautiful thoughts.

The petals of a flower are the colored leaves——make up the corolla.

A quadruped is an animal——has four legs.

An animal——has two legs is called a biped.

Animals——eat flesh are called flesh-eating, or carnivorous, animals.

The teacher loves those children——do their best.

James found a snail's shell——had five whorls.

Jane holds in her hand a flower—has five stamens.

The flower—I like best is the rose.—*Sel.*

WORDS TO USE AFTER *is* AND *was*.—The following sentences are correct :—

1. Was it *he* who spoke to *me*?
2. It was *I* who spoke to *him*.
3. Is it *she* who is talking to *us*?
4. It is *we* who are talking to *her*.
5. It is *they* who are to blame and I blame *them*.

Complete the following sentences with one of the words in italics in the first five sentences.

1. Who is there? It is——
2. Is it——that you wish to see?
3. I knew it was——because I saw——
4. Do you think it was——? No, it was——
5. It is——who were speaking to——
6. Did you call——? No, it was——that called you.
7. Who is there? It is only——You need not be afraid of——
8. That is my mother. I know it is——I hear——calling.
9. Father, was that you? Yes, Charlie, it was——Come to——
10. Who sang "Home, Sweet Home?" It was——and——who sang it.

EXAMINATION PAPERS FOR THE SUPERIOR SCHOOLS.

ENGLISH GRAMMAR (GRADE I. MODEL SCHOOL.)

SECTION I.

1. Analyze the following simple sentences: England's material greatness *has grown out of* the power and integrity of individual character. Champlain, the intrepid explorer of the St. Croix River in New Brunswick, was *subsequently* commissioned to explore the great St. Lawrence. Ottawa, *now* a growing city of forty thousand inhabitants, is the capital of the Dominion of Canada, *situated* on the right bank of the river of the same name.

2. Parse the words in italics in the above sentences, and name the adjectives in them that cannot be compared. Give also the three degrees of comparison of the adjectives that can be compared in these sentences.

3. For what purpose do we use sentences? Write out a long one of your own making in connection with the subject of hygiene. Analyze it, and tell what part of speech each word in it is.

SECTION II.

4. Write out in tabular form the inflexions of the personal pronouns. What are the relative pronouns?

5. How would you parse a noun fully? Explain each term you use.

6. Name the parts of speech and define them. Show how many of them are to be found in this sentence: "John the Baptist, having preached against Herod, was cast into prison, and, alas, finally beheaded."

SECTION III.

7. Correct the following sentences: Who do you 'speak to? The time and place for the meeting was agreed upon. It was me who wrote the letter. Between you and I, there is no truth in the story. It might have been him.

8. Write out the rules of syntax that have been broken by the above examples of false syntax.

9. Give five examples of nouns that do not form their plural by adding *s* to the singular. What is the plural of *genus* and *memorandum*?

DICTATION, READING AND WRITING (FOR ALL GRADES.)

Dictation.

GRADE I. MODEL SCHOOL.—The first twenty lines of the lesson on page 232 of the Fourth Reader. This dictation is to be given on Monday afternoon, from 2 to 2.30.

GRADES II. AND III. MODEL SCHOOL, OR GRADE I. ACADEMY.—The first twenty lines on page 297 of the Fifth Reader. This dictation is to be given on Monday morning, from 10.30 to 12.

GRADE II. ACADEMY.—The paper set by the A.A. Examiners shall be taken by this grade. In giving the dictation, the deputy-examiner should first read over the whole passage continuously to the pupils, and then read out the sentences phrase by phrase without repetition. No word or portion of a word is to be read out by itself.

Reading.

FOR ALL GRADES.—For all Grades the deputy-examiner may select any passage within the prescribed pages in the readers, giving 100 marks in each grade as a maximum. The reading may be heard at any time during the examination convenient to the deputy-examiner, if the time mentioned in the time-table is not sufficient. The main points to be taken notice of in making the awards for reading are naturalness of utterance, clear enunciation, and proper emphasis. The pupil who takes less than 75 marks in this subject as well as in dictation will be considered as having failed in the subject.

Writing.

The paper set by the A.A. Examiners is to be taken only by the pupils of Grade II. Academy: for the pupils of all other Grades any fifteen lines of prose and any fifteen lines of poetry may be written from memory or from the Reader. The general character of the writing of the pupil in all the papers will also be taken into account.

FRENCH (GRADE I. MODEL SCHOOL.)

SECTION I.

1. Translate into English:—Voilà, mon livre est sur la table. Êtes-vous sur la chaise ou sur le plancher? Comment vous portez-vous aujourd'hui, madame? Combien de doigts, de bras, de jambes avez-vous? Avez-vous étudié toutes vos leçons pour demain? Le petit garçon est fatigué, je suppose? Je vois cent pommes, dix pêches et une douzaine de prunes. Le chien a des yeux très beaux, n'est-ce pas?

2. Translate into French:—Is your book on my table? The boy and his dog went to the town. Is the door open? Are you in my class at school? How many books have you lost? I went to Montreal last week. Did you see my friend Charles during your visit? How old are you now?

3. What is the English for:—Garçon, jour, habit, rue, dent, bouche, maison, porte, maître? What is the French for:—sun, moon, dinner, night, river, dress, chair, horse?

SECTION II.

4. Answer in full, by means of French sentences, all the questions in either of the first two extracts.

5. Give ten nouns, ten adjectives, five verbs, and five pronouns in French.

6. Ask five questions (of six words each, at least) such as a Frenchman might ask when speaking his own language.

SECTION III.

7. Give in full any two indicative tenses of *avoir* and *être*.

8. Give general rules for the formation of the plural of nouns and the feminine of adjectives.

9. Write down fifteen French words with their English equivalents opposite them.

MENTAL ARITHMETIC (GRADE I. MODEL SCHOOL.)

- | | |
|--|----------|
| 1. What is the sum of $148 + 236 + 229$? | Ans..... |
| 2. Multiply 123 by 15 and divide by 3. | Ans..... |
| 3. Divide $6\frac{1}{2}$ score by 5. | Ans..... |
| 4. Multiply 348,652 by 25. | Ans..... |
| 5. How much is $\frac{1}{4}$ of $\frac{2}{3}$ of 1200. | Ans..... |
| 6. Subtract from 144 apples five dozen apples. | Ans..... |
| 7. How many ounces are there in 2 cwt.? | Ans..... |
| 8. How many yards are there in 12 miles? | Ans..... |
| 9. Divide 12 feet by 8 inches. | Ans..... |
| 10. Multiply 3,864,523 by 21. | Ans..... |

In answering the above questions, I solemnly declare that I have used my pen or pencil in writing down the answers only.

Signature of pupil,
Grade,

ARITHMETIC (GRADE I. MODEL SCHOOL.)

SECTION I.

1. When \$386.25 is added to \$74,562.29 and the sum multiplied by 386, how far is \$84,562.29 from being the proper product?
2. Multiply 386,458,628 by 862 and divide the product by $\frac{1}{2}$ of $\frac{1}{4}$ of 992.
3. $21\frac{3}{4}$ gallons were sold from a barrel of molasses containing $43\frac{3}{4}$ gallons. How many gallons remained in the barrel?

SECTION II.

4. What is the smallest number that can be divided without a remainder by 18, 21, 24, 30, 42? What is the largest number that can divide 1980 tons and 3120 tons without a remainder?
5. Divide \$9418 $\frac{1}{4}$ by $59\frac{5}{8}$, multiply \$13 by $\frac{7}{8}$, and find the difference between \$197 $\frac{5}{8}$ and \$327 $\frac{3}{4}$.
6. I sold $\frac{5}{8}$ of a piece of goods containing $39\frac{3}{4}$ yards. How many yards remained in the piece?

SECTION III.

7. A man bought 89 acres of land for \$3337.50, sold 32 acres at \$40 per acre and the remainder at \$45 per acre. What was his gain?
8. Multiply 38,465,672 by 365 and divide the product by 292.
9. A man owed \$4200 and paid \$1575. What part of his original debt did he still owe?

CANADIAN HISTORY (GRADES I. AND III. MODEL SCHOOL.)

SECTION I.

1. Under what circumstances did Champlain first come into contact with the Indian tribes? Which of them were his friends, which his enemies?
2. Tell what you know of the explorations of Marquette, Joliet and La Salle.
3. Enumerate any five of the leading incidents of the American invasion of Canada in 1775.

SECTION II.

4. Give an account of the death of General Brock.
5. Tell what you know of Lundy's Lane, Chateaugay and Chrysler's Farm.
6. Point out the events which led to the siege of Quebec in 1759.

SECTION III.

7. Who were Papineau, Lyon Mackenzie, Sir Edmund Head, Wolfred Nelson, and Lord Durham.

8. When were the provinces of Upper and Lower Canada united? Give an account of the union.
9. Describe the siege of Louisburg, or tell what you know of the conspiracy of Pontiac.

ENGLISH (GRADE I. MODEL SCHOOL.)

SECTION I.

1. Write out any four verses of any poem you have learned from your Reading Book. State who was its author.
2. Who wrote the poem called the Sea Gull? Give the first and last stanzas of it.
3. Who wrote the poem called Hiawatha? Quote any twelve lines of it.

SECTION II.

4. Make sentences on the following: Wellington, the Red River, Ottawa, Westminster Abbey, Charge of the Light Brigade. Each sentence must contain at least fifteen words.
5. Write an essay on any large city you know something about, or on the climate of Canada. (Be careful of your sentences.)
6. Give in your own words the substance of any lesson taken from your Reading Book.

SECTION III.

7. Give the derivation of any ten words you can think of, as well as their meaning. The words should be made up of at least fifteen letters.
8. Write out in your own words the paragraph which was read to you for dictation on Monday.
9. Reproduce in your own words any one of the paragraphs on the Colosseum of Rome as given in your Reader. (The examiner may select the paragraph and read it once in presence of the class.)

BOOK-KEEPING (FOR ALL GRADES.)

SECTION I.

1. Draw up an invoice in which there are mentioned at least six items with the additions properly made. How would you rectify a mistake in an invoice after it has been sent?
2. Describe the various books used in Single Entry Book-keeping.
3. Explain the following terms as used in Book-keeping:—Bills Payable, Stock, Shipment, Capital, Consignment, Acceptance, Mortgage, Bill of Exchange, Protest, Assets.

SECTION II.

4. How often should the Cash Book be closed? What is *posting*? What is *striking a balance*?
5. What is a Petty Ledger and for what and why is it used?
6. Draw out a form for a Bill Book.

SECTION III.

7. How does a merchant find out whether he has lost or gained by the sale of goods during the year? Explain fully what is meant by "taking stock."

8. State what is meant by a voucher, an inventory, a policy, a deficit, an assignee.

9. Explain the following abbreviations: $\frac{1}{c}$, $\%$, @, C.O.D., Cr., Dr., and E. & O. E.

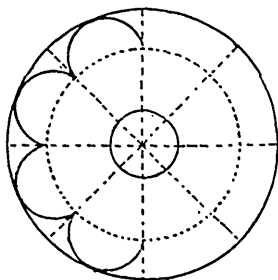
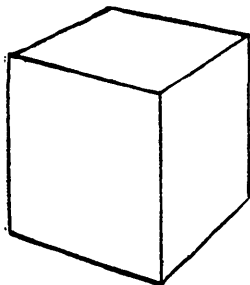
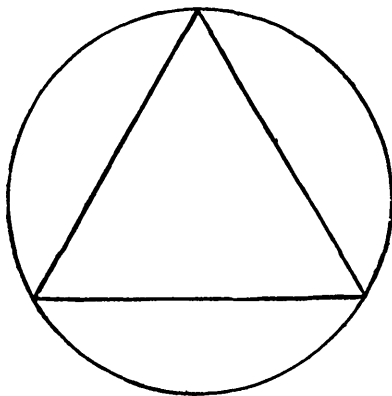
DRAWING (GRADE I. MODEL SCHOOL.)

1. Draw an equilateral triangle on each side of a square which measures at least three inches on each side.

2. Show by a drawing the difference between a cone and a pyramid. (Be careful that the figures are symmetrical and of a sufficient size.)

3. Draw from memory the picture of a tree, a cow or a plough.

4. Enlarge the figures given below to double their size, and be sure and complete them with a carefully drawn finishing line. (The paper used must be drawing paper, cut to the same size as the half-sheet foolscap.)



PHYSIOLOGY (FOR ALL GRADES.)

SECTION I.

1. Name the bones of which the skull is constructed. Give a full description of the skull.
2. What organs of digestion are injured or debilitated by the use of narcotics? Describe the process of digestion.
3. What is the pulse? In what parts of the body is it to be directly felt. What is meant by a low and high pulse? How often does it beat in children?

SECTION II.

4. In what way does temperature and ventilation affect the health? What are the gases in the air we breathe? What is the difference between the air in a close room and the air of the playground?
5. What is the function of the lungs? Give five of the laws of health which when broken generally end in lung complaint.
6. Name the organs of special sense and describe any one of them minutely.

SECTION III.

7. Explain the following terms: Diaphragm, marrow, hygiene, physiology, artery, stimulant, respiration, iris, larynx, epiglottis.
8. Give five sufficient reasons why intemperance should be classified as an evil.
9. Tell all you know about the muscles of the body in a thoughtfully composed paragraph.

GEOGRAPHY (GRADES I. MODEL SCHOOL AND I. ACADEMY.)

SECTION I.

1. Name any five of the large rivers in the United States and any five of the large rivers in Canada. Name also a town situated on each of them.
2. What are the great mountain ranges in North America? Name at least ten of the highest mountain peaks and state where they are situated.
3. Enumerate any ten of the counties in the Eastern Townships and connect with each the name of its *chef lieu* or chief town. Why is a town called a *chef lieu*? What is a county? What is a province? What is a colony?

SECTION II.

4. Draw a map of Nova Scotia or of Mexico, with at least twenty names of places printed neatly on it.
5. Describe a trip up the St. Lawrence from Quebec to Kingston, mentioning the cities, towns, lakes and rapids to be met with on the way.
6. Write out these names neatly in a column and write opposite the names of the counties to which they belong:—Miramichi, Magog,

Summerside, Pictou, Whitby, Moncton, Charlottetown, Campbelton, Three Rivers, Cornwall.

SECTION III.

7. Name the countries of South America, and make a statement of the resources of each.

8. What States lie to the west of the Mississippi river? Give the capitals of each.

9. Give an account of the climate and natural products of any country in the Western Hemisphere.

SACRED HISTORY (MODEL SCHOOL, GRADES I, II. AND III.)

SECTION I.

1. Give an account of the "Battle of the Kings" with which Abraham had to do.

2. How many of Joseph's dreams are recorded in the Bible. Name them in their order, and give the interpretation of any one of them.

3. Make a statement in sentence-form of at least twenty words, explaining who were Othniel, Ehud, Deborah, Barak and Sisera.

4. What was Samson's Riddle, and on what occasion was it given?

SECTION II.

5. Enumerate any five events in connection with the reign of Jeroboam.

6. Name three of the kings of Babylon when Daniel was a captive there. State in sentence-form the events that connected the life of Daniel with these kings.

7. Describe the dedication of the second temple.

8. Tell what you know of the rebuilding of Jerusalem under Nehemiah.

SECTION III.

9. Write out the commandments of the second table, or quote any six of Christ's commandments as given in the "Sermon on the Mount."

10. Name the first two and the last two books in the two testaments of the Bible. Quote any six consecutive verses in the Bible.

11. Write out the parable of the "Sower," or of the "Prodigal Son."

12. Name any ten of Christ's miracles and describe fully in your own words any one of them.

ENGLISH GRAMMAR (GRADE II. MODEL SCHOOL.)

SECTION I.

1. Analyze the simple sentence :—

Next, on lonely Labrador

Let me hear the snow-storm roar

Blinding, burying all before.

2. Parse every word in the above sentence.
3. Define a noun, an adjective, a pronoun, person, number, gender, case, comparison.

SECTION II.

4. What is an abstract noun? What is a proper adjective? What is a relative pronoun?

5. What is meant by the "four divisions of grammar?" What is meant by the "analysis of sentences?" What benefit is to be derived from the studying of grammar, if skill in composition can only be accomplished by practice in sentence making?

6. Write out the longest sentence you can make on an historical topic. Write out another on any place in the world, and yet another on any organ in the human body. Underline all the nouns which are in the nominative case in the above three sentences.

SECTION III.

7. Parse in full all the verbs in the above three sentences.

8. Decline and illustrate the various kinds of adjectives.

9. What is wrong with the following sentences? That horse there has been well broke in. I don't know as you ever seen one like him. He was once stole, but when he had brought the thief to the highest town, he pitched him, and trotted home quick again. His master is not like to part him in a hurry; though for work he ain't much good, being kind of old like, and seen his best days.

ALGEBRA (GRADE II. MODEL SCHOOL.

SECTION I.

1. Find the product of $10c^2 - 12 - 3x$ multiplied by $2x - 4 + 3c^2$ and divide $a^4 + 4b^4$ by $a^2 - 2ab + 2b^2$.

2. If $a = 5$, $b = 3$, $c = 1$, find the value of

$$\frac{(a-b)^2}{(a+b)} + \frac{(b-c)^2}{(b+c)} + \frac{(a-c)^2}{(a+c)}$$

3. Simplify $2 [4x - \{2y + (2x - y) - (x + y)\}]$.

SECTION II.

4. The product of two expressions is $6x^4 + 5x^3y + 6x^2y^2 + 5xy^3 + 6y^4$, and one of them is $2x^2 + 3xy + 2y^2$. Find the other.

5. Divide the sum of $10x^2 - 7x$ ($1 + x^2$) and $3(x^4 + x^2 + 2)$ by $3(x^2 + 1) - (x + 1)$.

6. From a rod $a + b$ inches long $b - c$ inches are cut off. How much remains? Multiply what remains by itself twice.

SECTION III.

7. A boy buys a marbles, wins b , and loses c . How many has he then? Give four times the square of what he has.

8. Find the sum of $3a + 2b$, $-5c - 2d$, $3e + 5f$, $b - a + 2d$, $-2a - 3b + 5c - 2f$.

9. Subtract $(a^3 + 4) + (a^2 - 2)$ from $(a^3 + 4)(a^2 - 2)$.

FRENCH (GRADE II. MODEL SCHOOL.)

SECTION I.

1. Translate into English :—A quelle heure du matin déjeunez-vous, Jean? Combien de fois avez-vous manqué à l'école cette année? Où avez-vous été cette après-midi? Mon frère et son ami, Jules, sont rentrés à minuit. Votre père va-t-il en ville tous les jours? Je me sers d'un canif pour couper les crayons. J'ai faim et froid, monsieur, aujourd'hui. Qui est devant la porte de notre maison? Dans quelle rue demeurez-vous?

2. Translate into French :—John has lost his sister's books. When are you going to Montreal? Do you live in the city of Quebec or in the country? How is your mother to-day? Bring me my pen and ink to-morrow. Do you go to an English school, my boy? Where are you going next week? I am going to see my cousins and their friends. How many cousins have you?

3. Answer in full, by means of French sentences, all the questions in either of the above extracts.

SECTION II.

4. Give the general rule for the formation of the plural of nouns in French. Give examples of two exceptions to this rule.

5. Give all the forms of the definite article in French. Illustrate their use by means of nouns, with the proper articles prefixed.

6. How is the comparison of French adjectives expressed? How would you express in French: younger, dryest, richer, better, best?

SECTION III.

7. Give the past definite and future indicative of *avoir* and *être*.

8. Give the interrogative form of two of the tenses asked for in question 7.

9. Give the present indicative of *aimer* and the future indicative of *parler*.

ARITHMETIC (GRADE II. MODEL SCHOOL.)

SECTION I.

1. Find the sum of \$14 $\frac{1}{2}$, \$39 $\frac{1}{5}$, \$16 $\frac{3}{8}$ and \$25 $\frac{1}{2}$ and subtract it from \$365.75.

2. If a man has 324 $\frac{1}{10}$ bushels of wheat and sells $\frac{3}{4}$ of it, how much is the remainder worth when wheat is selling at 70 cents a bushel?

3. Subtract $\frac{2}{3}$ of 1 $\frac{1}{5}$ from $\frac{1}{8}$ of 1 $\frac{2}{3}$ of 5, and multiply the remainder by ($\frac{2}{3}$ of $\frac{7}{8}$ of 15).

SECTION II.

4. Find the sum of \$324.065 + \$678.004, \$3006.05, \$72.72, and divide it by \$3.26.

5. A block of gold measuring 1 inch long, 1 inch thick, and 1 inch wide, weighs .7003 of a lb. How much does a cubic foot weigh?

6. Find the total freight charges on 15,000 lbs. of castings,

31,750 lbs. of gearing, 17,570 lbs. building material and 49,975 lbs. of other stock, shipped from Quebec to Montreal, a distance of 172 miles, when the charges are $\frac{5}{8}$ of a cent per ton for every mile.

SECTION III.

7. What is the total cost of 9875 lbs. coal at \$4.80 per ton, 12,360 lbs. at \$5.25 per ton, and 7240 lbs. at \$5.45 per ton, the cartage being uniformly 50 cents per ton.

8. Give the items of Long Measure, Square Measure and Cubic Measure.

9. What is the height of a rectangular embankment 18 ft. 9 in. long by 5 ft. 1 in. wide, and containing 28 cubic yards, 6 cubic feet and 864 cubic inches?

MENTAL ARITHMETIC (GRADE II MODEL SCHOOL.)

1. What is the sum of $386 + 485 + 982 + 384$? Ans.....
2. Write down the difference between one million and two thousand. Ans.....
3. Multiply 849,568 by 41. Ans.....
4. Divide 48,000 by $\frac{1}{2}$ of 25. Ans.....
5. If there be four dollars in a pound, what is the sum of \$395.16 and £3 10s. ? Ans.....
6. Divide £99 by 3 shillings. Ans.....
7. Add $4\frac{1}{2} + 3\frac{1}{2} + 6\frac{3}{4} + 9\frac{1}{8}$. Ans.....
8. Multiply 6784 by $\frac{1}{2}$ of 125. Ans.....
9. Divide 17,000 by $\frac{2}{3}$ of itself. Ans.....
10. How much is $\frac{1}{2}$ of $\frac{2}{3}$ of 216. Ans.....

In answering the above questions, I solemnly declare that I have used my pen or pencil in writing down the answers only.

Signature of pupil,.....
Grade,.....

ENGLISH HISTORY (GRADE II. MODEL SCHOOL.)

SECTION I.

1. Narrate the story of the coming of the Romans into Britain. Who were the Druids?

2. What were the claims of William I. to the crown of England? What was the principal event of his reign?

3. Write five sentences (of at least fifteen words in length) on some person or place mentioned in British History before the time of William the Conqueror.

SECTION II.

5. Give a description of any great battle fought on British territory.

6. Name five distinguished men who flourished at the time of the Tudors, and write a short account of any one of them.

7. Tell all you know about the following : The Magna Charta, the Petition of Right, the Expulsion of the Long Parliament.

SECTION III.

8. How does the name of Napoleon come to be connected with English History? Was France ever overrun by Englishmen or England ever invaded by the French? Give events and dates in connection with your answers.

9. Write a neat composition on the greatest of all the Saxon Kings.

10. Attach events to the following dates : 449, 1041, 1485, 1603, 1679, 1759, 1815, 1832, 1851, 1867.

ENGLISH (GRADE II. MODEL SCHOOL.)

SECTION I.

1. Write out at least five of the stanzas connected with the "Voyage Round the World."

2. Repeat in writing any fifteen lines of "Evangeline."

3. Who wrote the ballad beginning "Attend, all ye who list to hear our noble England's praise," and repeat the first fifteen lines of it.

SECTION II.

4. Write a composition of at least twenty lines on any of Europe's great cities. (Be careful in the construction of every sentence.)

5. Give the meanings and derivations of the following words :—*Discussion, enterprise, intensify, production, composition*, and write five sentences of at least twenty-five words, each containing respectively one of these words.

6. Construct a sentence out of the following elements, arranged in proper synthetical order :—

(1.) Christopher Columbus discovered America.

(2.) Christopher Columbus was commissioned by Ferdinand and Isabella.

(3.) He was commissioned to fit out an expedition.

(4.) The expedition was to sail towards the westward.

(5.) The expedition was in search of a new continent.

(6.) Ferdinand and Isabella were king and queen of Spain.

(7.) Columbus set out from Europe in August, 1492.

(8.) Columbus did not return until March, 1493.

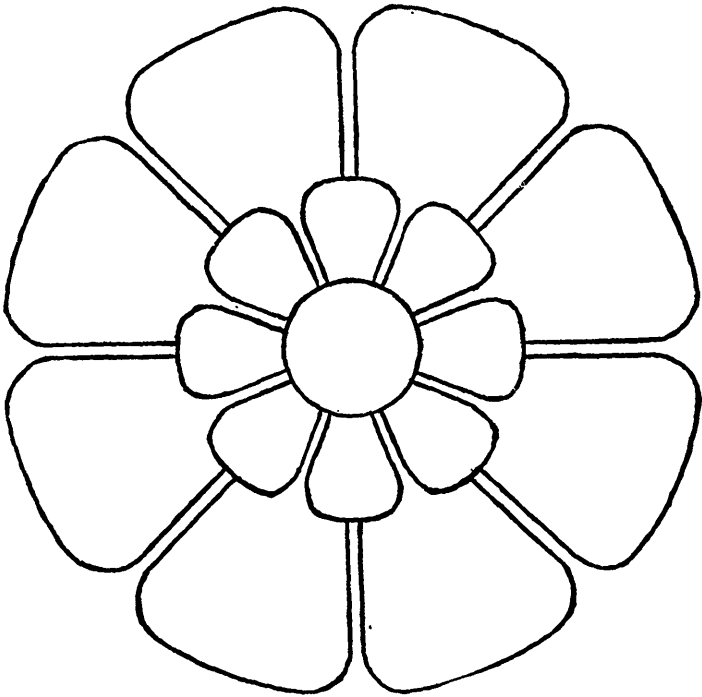
SECTION III.

7. Write a letter to your teacher asking admission to a higher grade than the one you have been in this year.

8. Reproduce in your own words the substance of a paragraph read twice in your hearing by the examiner. Page 313, Read. V.)

DRAWING (GRADE II. MODEL.)

1. Draw a pyramid having for its base a square at least three inches in the length of its sides.
2. Draw a circle within and without a square the same dimensions as above.
3. Represent on paper a chair placed upon the teacher's platform. (The figure to be at least five inches in length.)
4. Enlarge the figure below double its size and complete it with the usual finishing line. (The paper used to be drawing paper cut to the size of quarter-sheet foolscap.)



LATIN (GRADE II. MODEL SCHOOL.)

SECTION I.

1. Translate:—*Columba reginae* est alba. *Puella rosam albam* habet. *Magister argentum puero* dat. *Servi dominorum malorum* sunt boni. *Rex gladium puero* dat. *Aquila magnas alas* habet. *Mors est lex naturae*. *Aestate calor* est molestus. *Corpora hominum non animi* sunt mortalia. *Alpes sunt montes* Europae.

SECTION II.

2. Give the nominative singular and accusative plural of all the words underlined in the foregoing paragraph.

3. Decline:—*Nauta, liber (book), animal, dies.*

4. Give a representative noun of each of the declensions and decline any three of them.

SECTION III.

5. Give in full, with their names, any three indicative tenses of the verb *sum*.

6. Give the general rule for the formation of the comparative and superlative of adjectives in Latin. Give the different degrees of *altus, pulcher, bonus, acer, facilis.*

7. Translate into Latin:—Good girls have roses. The little dove is white. The leader of the Romans was good. He is the master's son. The poet is the strong sailor's friend.

GEOGRAPHY (GRADE II. MODEL SCHOOL.)

SECTION I.

1. Name ten of the principal islands of Europe, and a town in each. State to what country each island belongs.

2. Describe the course of the Rhine, naming the countries through which it flows and five of the cities on or near its banks.

3. Write out in a column the names of ten of the largest towns in Russia, and make a statement in sentence-form opposite each name, pointing out for what each is noted.

SECTION II.

4. Describe a voyage made along the north shore of the Mediterranean Sea from Gibraltar to Rome.

5. Name the counties of England that border on the English Channel and their chief towns.

6. Draw a map of Ireland with its principal rivers. (The map should be drawn in clear pencil outline to fill the larger portion of the quarter sheet of foolscap with a border round it.)

SECTION III.

7. Write out a description of Edinburgh or Paris. (Look well to the formation of your sentences.)

8. Give an account of the climate of England. What is the population of the various divisions of Great Britain?

9. Where are the following places, and for what is each noted:—Stirling, Limerick, Birmingham, Bordeaux, Naples, Brest, Buda-Pesth, Archangel, Sebastopol, Genoa.

ENGLISH GRAMMAR (GRADE III. MODEL OR I. ACADEMY.)

SECTION I.

1. Give the general and particular analysis of the following passage from the "Deserted Village":—

*Yes! let the rich deride, the proud disdain,
These simple blessings of the lowly train,
To me more dear, congenial to my heart,
One native charm than all the gloss of art.
Spontaneous joys, where nature has its play,
The soul adopts and owns their first-born sway.*

2. Parse in full the ten words printed in italics.
3. Name all the subjects and parse them in full.

SECTION II.

4. Explain the terms reflexive, indefinite, and relative, and show how they are used in connection with some of the parts of speech.

5. How do you distinguish between adverbs and conjunctions, adverbs and prepositions, adverbs and adjectives?

6. Classify in parallel columns the following nouns as common, proper, collective or abstract:—*crowd, deer, woman, Robert, manservant, infantry, James' Street, uncle, shears, anger*; and the following verbs as transitive or intransitive:—*Run, gather, speak, anger, bring, do, go, hang, become, will.*

SECTION III.

7. Write out the table under which the personal pronouns are classified or declined.

8. How many rules are given under the syntax of the noun? Write out in full any five of them.

9. Correct the following: Strive not with a man without cause if he have done thee no harm. She is the same lady as sang so sweetly. Neither good or evil come of themselves. Nothing is more lovelier than virtue. James Stewart, that is known as the Regent, he was shot by Hamilton.

FRENCH (GRADE III. MODEL SCHOOL OR I. ACADEMY.)

SECTION I.

1. Translate into English:—*Mon père est allé au concert hier au soir, et il m'a amené avec lui. J'ai récité assez bien mes leçons parceque je les ai étudiées hier. "Il est sauvé!" s'écrie-t-on. En Egypte on prend le riz avec les doigts et on trempe le pain dans un plat commun. Un paysan coupe un arbre au bord d'une rivière. Deux hommes étaient sur la glace aujourd'hui. C'est ma dernière année à l'école. Une vieille femme faible et malade restait. Il fait bien beau ce soir, n'est-ce pas? "Que vous soyez bien récompensé de votre bonté pour moi!" répond Jean.*

2. Translate into French:—Under the tents the young people were dancing to the sound of music. The good old woman had saved the town. The temptation was too strong and he decided to leave the place he had found so agreeable. I have not missed once this year. I hope to win the punctuality prize. "I know a means of proving that the horse is mine," said the Indian. My father received a good offer from Smith Brothers this morning. I do not know my Latin and I have not opened my Euclid. The wind had changed already. This horse is mine.

3. Ask in French five questions and give answers to them. Each question and answer must contain at least eight words.

SECTION II.

4. Give all the personal pronouns of the first and second persons, singular and plural.

5. What is the difference between *le, la, les* as pronouns and as articles? Give examples.

6. Give the demonstrative pronouns.

SECTION III.

7. Give in full the imperfect indicative of *finir*, the past (preterite) definite of *donner*, the imperative of *avoir*, and the present subjunctive of *recevoir*.

8. Write from dictation the passage read to you.

N.B. for the Examiner.—The dictation for question 8 is on page 39 of the Progressive French Reader, the first two sentences of "La Montre de Newton" as far as "lui même. The passage is to be read twice to the pupils.

MENTAL ARITHMETIC (GRADE III. MODEL SCHOOL OR
I. ACADEMY AND II. ACADEMY.)

- | | |
|--|-----------|
| 1. What is 25 per cent. of \$1600? | Ans. |
| 2. What is the cost of 640 yds. at 25 cents a yd.? | Ans. |
| 3. Reduce £12 to pence. | Ans. |
| 4. Multiply the square of 25 by 5. | Ans. |
| 5. Subtract 55 shillings from £10. | Ans. |
| 6. How many feet in 3 miles? | Ans. |
| 7. Add $6\frac{1}{2} + 8\frac{3}{4}$. | Ans. |
| 8. Deduct 5 per cent from \$350. | Ans. |
| 9. Multiply 123,456,789 by 41. | Ans. |
| 10. Simplify $\frac{2}{3} \times \frac{1}{2} \times \frac{4}{7} \times \frac{1}{3} \times \frac{1}{2}$. | Ans. |

In answering the above questions, I solemnly declare that I have used my pen or pencil in writing down the answers only.

Signature of pupil,

Grade,

ARITHMETIC (GRADE III. MODEL OR GRADE I. ACADEMY.)

SECTION I.

1. A house, which cost \$5400, rents for \$30 a month. What is the net rate per annum of interest received on the investment, if the average annual expenses are \$144.

2. I bought 6000 yards of muslin at 5 cents per yard; sold .018 of the purchase at one sale at 6 cents per yard, .25 of what was left after the first sale at 7 cents per yard, and the remainder at 8 cents per yard. What was my total gain?

3. What is the cost of 3 hhd. of sugar containing respectively 6 cwt. 5 lb., 5 cwt. 90 lb. 8 oz., and 5 cwt. 83 lb. 8 oz. at $3\frac{1}{2}$ cents per pound?

SECTION II.

4. What sum will produce \$514.40 interest in 2 years, 10 months and 20 days at $4\frac{1}{2}\%$ per an.?

5. A invested \$32,500 in business, and at the end of the first year found that he had gained \$5200, which he withdrew, and at the end of the second year that he had lost \$2925 during that year. What was his per cent. of net gain for the two years?

6. What is the interest of \$3456.06 for 4 years, 9 months and 20 days at 6% per an.?

SECTION III.

7. Find the square root of 76,615,009; of $\frac{2}{3}$ to 5 places of decimals; and of .019 to 3 places of decimals.

8. What is the area of a field 636 yds. long and $32\frac{1}{4}$ feet broad? What would the land bring were it to be sold for building purposes at 75 cents per square foot?

9. What are the rules for finding the area of a triangle and of a circle? How many bricks 8 in. long and 4 in. wide are required to pave a circular space measuring 20 ft. in circumference?

ENGLISH (GRADE III. MODEL SCHOOL OR I. ACADEMY.)

SECTION I.

1. Quote any ten lines of the "Deserted Village," and then write out the clauses of the passage in their order, naming them 1, 2, 3, etc.

2. (a) Write out the passage of ten lines beginning, "O luxury! though curst by Heaven's decree," and underline the subjects.

(b) Write out the passage of ten lines beginning, "If to the city sped—what waits him there?" and underline the predicates.

3. To each of the following lines give three lines of context and analyze the first four lines of the first extract.

(a) Imagination fondly stoops to trace.

(b) Down where yon anchoring vessel spreads the sail.

(c) Far different these from every former scene.

SECTION II.

4. Write notes on these words, and compose sentences of at least twenty-five words each indicating the meaning or full force of each:—*Masquerade, ballad, oblivion, cipher, disaster.*

5. Paraphrase, that is give in your own words, the substance of the introductory part of the "Deserted Village."

6. When was the poem published? What age was Goldsmith at that time? What works had he published previous to this one? What works did he publish subsequently?

SECTION III.

7. Give a description of the town or district in which you live. (See that every sentence is complete before you begin another in your composition.)

8. Write in your own words the substance of the paragraph read to you twice by the examiner. (The paragraph is to be the same as for Grade II. Model School.)

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

SECTION I.

1. If $a = 2$, $b = 1$, $c = 0$, $d = -1$, find the value of

$$(d - b)(c - b) + (ac - bd)^2 + (c^2 - d)(2c - b).$$

2. Multiply the sum of $3x^2 - 5xy$ and $2xy - y^2$ by the excess of $3x^2 + y^2$ over $2y^2 + 3xy$.

3. Divide $4a^2 - 9b^2 - 4ac + c^2$ by $2a - 3b - c$.

SECTION II.

4. Resolve into factors:—

$$12x^2 + ax - 20a^2 \text{ and } x^2 - xy - 72y^2.$$

5. Solve the equation:—

$$\frac{5}{3}(7x + 5) - 7\frac{2}{3} = 13 - \frac{4}{3}(x - \frac{1}{2}).$$

6. Solve the equation:—

$$\frac{x - 3}{5} - \frac{2 - x}{3} = \frac{1 - 2x}{15}$$

SECTION III.

7. A is twice as old as B; twenty years ago he was three times as old. Find their ages.

8. Find two numbers which differ by 11, and such that one-third of the greater exceeds one-fourth of the less by 7.

9. A, B and C have 168 dollars among them; A's share is greater than B's by \$8 and C's share is three-fourths of A's. Find the share of each.

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

SECTION I.

1. Draw the six various kinds of triangles and also the six various kinds of four-sided figures.
2. Write out the enunciations of the second five propositions in your course.
3. Draw the figures of propositions XIX., XXI., XXIV. and XVI.

SECTION II.

4. Prove that the diagonals of a square are equal to one another by Prop. IV. Enunciate that proposition.
5. Prove that the diagonals of a rhombus bisect each other at right angles by Props. IV. and VIII. Enunciate Prop. VIII.
6. Prove that if two straight lines intersect, the vertical angles are equal.

SECTION III.

7. Prove that any two angles of a triangle are together less than two right angles.
8. If from the ends of one side of a triangle two straight lines be drawn to a point inside the triangle, prove that they are together less than the other two sides of the triangle but contain a greater angle.
9. If two triangles which have two sides of the one equal to two sides of the other, each to each, have the base of the one greater than the base of the other, the included angle of the one which has the greater base is greater than the included angle of the other.

LATIN (GRADE III. MODEL SCHOOL OR I. ACADEMY).

SECTION I.

1. Translate :—*Pueri vigilabant dum somnus gratus viros recreabat. Equos et equites multos in via video. Bacchus vini erat deus et in Italia templa multa habebat. Primo anno Brutum consulem creaverunt Romani. Nomen et imaginem amici semper in memoriam habebat. Inter montem et oppidum fluebat fluvius latus. Milites in urbe nostra non saepe videmus. Virtus sola veram dat voluptatem. Juste omnibus rebus agebat. Oppidum muro alto cinctum erat.*

Or :—*Manipulus erat tricesima pars legionis Romanæ. Hi montes altissimi sunt. Magister malos discipulos vituperavit. Magnus erat equitum numerus. Dux castra ab oppido moverat. Hannibal fortitudinem maximam semper habebat. In mari classem hostium videmus. Magister mores bonos et diligentiam discipulorum laudebit. Pax cum Pyrrho non facta est. Consules exercituum erant imperatores. Tertio die consul in urbem veniet.*

SECTION II.

2. Parse the words in italics in the extract you have selected for translation, and give the principal parts of any five verbs.
3. Decline in the singular *bona fides*, and *genu* and *genus* throughout.

4. Give in full the imperfect subjunctive active of *monéo*, the future indicative passive of *rego*, the present subjunctive passive of *laudo* and all the infinitives of *audio*.

SECTION III.

5. How are the comparative and superlative of adjectives formed in Latin? Give examples. Compare the Latin adjectives for *good*, *bad*, *great*, *small* and *sharp*.

6. Give in full the personal pronouns of the first and second persons.

7. Translate into Latin:—The Gods had many images in Italy. The boy is praising the good master. The girl gives the queen's mother a white rose. Roman boys were often taught by Greek slaves. In ancient states there were many most wretched slaves.

FRENCH (GRADE II. ACADEMY.)

SECTION I.

1. Translate:—Un domestique entra un jour de très-grand matin dans la chambre à coucher de Frédéric le Grand pour le réveiller, selon son ordre. Malgré la chaleur excessive et tandis que son oncle et son père dormaient, Christophe était assis devant une table et étudiait une carte de géographie. Un officier Anglais, ayant reçu une balle dans la jambe, fut transporté chez lui, où deux médecins furent appelés. Le mari pensa que sa femme avait raison; ils soupirent gaiement et profitèrent de la leçon de la fée pour le reste de leur vie.

2. Translate into French:—The sky became dark, the ice began to crack and give way; the last of the skaters had hardly put their feet on firm ground when the ice broke, and the waves reached the shore. The big elephant was frightened, but his fear was soon gone and he found the water so fresh that he thought the little one had rendered him a great service. So much the worse for you. You will amuse yourself studying your lessons after school.

SECTION II.

3. Give in full the imperfect indicative of *boire*, the future of *aller*, imperfect subjunctive of *tenir* and the imperative of *craindre*.

4. Give the first person singular of all the simple tenses of *pouvoir* and *répondre*.

5. Translate into French:—*Do you live far from the school? How many times have you been absent this year? At what time did you go to bed last night? Do you think it will be fine to-morrow? Where were you when I called on you yesterday afternoon?* Answer fully in French these questions.

SECTION III.

6. Explain the use of *personne*, *rien* and *ne que*.

7. Give all the demonstrative pronouns or the possessive adjectives.

8. Give a list of the form. of the article in French and mention the cases in which each form is used.

LATIN (GRADE II. ACADEMY.)

1. Translate into good English :—In castris Helvetiorum tabulæ repertæ sunt, literis Græcis confectæ et ad Cæsarem relatæ, quibus in tabulis nominatim ratio confecta erat, qui numerus domo exisset eorum, qui arma ferre possent: et item separatim pueri, senes, mulieresque. Quarum omnium rerum summa erat, capitum Helvetiorum millia ducenta et sexaginta tria, Tulingorum millia triginta sex, Latobrigorum quatuordecim, Rauracorum viginti tria, Boiorum triginta duo: ex his, qui arma ferre possent, ad millia nonaginta duo. Summa omnium fuerunt ad millia trecenta et sexaginta octo. Eorum qui domum redierunt, censu habito, ut Cæsar imperaverat, repertus est numerus millium centum et decem.

2. Translate into Latin :—When the Helvetian war was at an end, ambassadors came from nearly the whole of Gaul to congratulate Cæsar. Cæsar appointed a day for a council-meeting. The princes of the states then threw themselves at Cæsar's feet, bewailing that there were two factions in Gaul, and begging him to give them help.

SECTION II.

3. Write in three columns the nouns in the above extract, according as they are masculine, feminine or neuter.

4. Give the principal parts of all the verbs in the above extract.

5. Parse all the words in the last sentence.

SECTION III.

7. Decline the pronoun *qui*, and conjugate in the indicative tenses active the verb *fero*.

8. Draw a map of Ancient Gaul as it was in Cæsar's day, and give in your own words the substance of the first chapter of his *Bellum Gallicum*.

9. Write out a list of English words that have their origin in *castris*, *tabulæ*, *repertæ*, *literis*, *confectæ*, *nominatim*, *ratio*, *numerus*, *domo*, *exisset*, and give the true meaning of the derived words.

Correspondence, etc.

DEAR MR. EDITOR,—City teachers, now-a-days, are greatly diverted when they hear of a country school, way back in some rural district far from a railroad, in which children are taught to read and spell on the ancient plan of calling the names of letters; b-a—ba, b-e—be, b-i—bi, etc., running the consonent letters from B to Z with the vowels following; and then the same consonants with the vowel preceding; a-b—ab, e-b—eb, and so on to a-z—az, i-z—iz, ending at u-z—uz, when the name of the land where dwelt the patient Job is struck. Such syllabating is now gone out of fashion. It is denounced as senseless, as imparting no real knowledge. To-day the child must begin learning to read with an idea—a complete sentence. It is claimed that a word is learned by the child as easily as a letter, and that several words, if they convey a thought, can be learned in

little more time than one. So, for many years, the word-sentence method has been in vogue in most schools. The *word* is thus made the unit of language. It is so in Chinese. In that language a number of marks in various directions, perpendicular, horizontal, and criss-cross, stand for a word or idea. We place successive letters, as o-n-e, and tell the child to say "wun;" or we place the letters e-y-e together and tell it to say "I." Has not the English word-method much in common with the Chinese? But are not *sounds* and *letters* the real units of our language?

And how about spelling, which has this quality in common with music, that the study of it is never finished? A din of complaints is arising from business men who employ amanuenses, to the effect that girls and young men, claiming to have graduated from the public school, cannot reproduce the matter dictated to them without numerous errors in the spelling of proper names and even of common words. It may be that one reason for so much failure in spelling is the fact that young people at school have so many more studies now, than when "reading, writing, and 'rithmetic" comprehended the all of school learning. Yet I doubt whether people generally *do* spell worse than the generation of fifty or more years ago. At that time comparatively few persons did much writing; and a person's inability to agree with the dictionary appears only when he or she writes in script or on a typewriter. Now, the machine shows up error in orthography much plainer than the pen does. One can slur, and omit dots, or put them in between letters, and write i's, r's and v's much alike, and m's, n's, and u's with no difference, so that each word is read as a whole and guessed at according to the sense required. In this case the spelling is little noticed. But the type-writing machine reveals each letter with no possibility of delusion; and the typist who is an imperfect speller has no redress but to spend part of his or her time consulting the ever-present dictionary. As education advances and it becomes necessary for every one to write or type-write frequently, our irrational and never-to-be-learned orthography may be found so great a burden that a simplified and rational mode of spelling will be demanded for general use. Then, millions of money now yearly expended in time, material, and labor, with oceans of mental worry added, will be saved to the English-speaking peoples.

ELIZA B. BURNZ.

Books Received and Reviewed.

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

The *Atlantic Monthly* is what may be called a *reliable* magazine, that is, one which may be depended on at all times for good reading. The July number has among other good things an historical paper by John Fiske, "The Elizabethan Sea Kings;" a story of bird life

"Beautiful and Brave Was He," by Olive Thorne Miller; a third paper on "Mars," treating of its canals, by Percival Lowell; and a concluded story by Robert Beverly Hale.

Gilbert Parker's interesting novel, "The Seats of the Mighty," is carried forward in two good chapters.

The Cyclopedic Review of Current History, for the first quarter of 1895, continues its account of the "Yellow War." The "Monetary Problem" in the United States is fully discussed. There are also articles on the "Behring Sea Question," the "Bluefields Incident," the "Newfoundland Crisis," as well as on all happenings of historical importance the world over. *Current History* is the best of its kind. Messrs. Garretson, Cox & Co., Buffalo, are the publishers.

All in any way interested in such matters should send to William Everts Benjamin, 10 West 22nd street, New York, for his extensive catalogues of rare and curious books.

Messrs. Pickering & Chatlo, London, S.W., issue a very fine (bound) catalogue of "Old and Rare Books," giving a complete description of the many literary treasures in their possession. A great number of these books are out of print and are such as might delight the heart of any book-worm.

The Monroe Doctrine is the latest number of the "Old South Leaflets," published by the Directors of the Old South Work, Boston. The leaflet gives the text of President Monroe's Message to the Eighteenth Congress, 1823, with notes.

Some Considerations, Showing the Importance of Mathematical Study, is a most interesting and instructive address by Professor I. J. Schwatt, Ph.D., delivered at the opening of the mathematical department of the American Society for the Extension of University Teaching. Dr. Schwatt's handling of his subject will interest all who read the address.

FOUR YEARS OF NOVEL READING, Richard G. Moulton, M.A., Ph.D., and published by Messrs. D. C. Heath & Company, Boston, is an account of an experiment in popularizing the study of fiction. Professor Moulton's introductory chapter on The Study of Fiction is a vigorous plea for what may be called judicious novel-reading. Then follows the history of four years' work done by a "Classical Novel-Reading Union." The plan of this reading, which comprises some twenty-five novels—novels with a lasting reputation—forms an excellent test of the way in which we have read. This plan consists of: Points to be noted, essays, debates, and difficulties raised. Four representative essays are given which reveal the good effects of such reading if pursued in the right manner.

CÆSAR, BELLUM GALLICUM, V. AND VI., AND VIRGIL, ÆNEID, II., both by J. C. Robertson, B.A., and published by the W. J. Gage Company, Toronto. Good introductions, good texts, good maps, good notes and good get-up are some of the characteristics of Gage's edition of the classics.

We are indebted to the Commissioner of Education, Washington, U.S.A., for a copy of his latest report. The report is one of the most complete compilations of educational statistics issued.

Official Department.

NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased to appoint, on the 30th of April, 1895, Mr. Walter Wilshire, school trustee for the municipality of Saint Louis de Mile End, county of Hochelaga, to replace W. T. Hopkins, esquire, deceased.

To appoint a school commissioner for the municipality of "Des Ecors," county of Laval.

May 1st.—To erect the township Laure, in the county of Quebec, into a school municipality, for school purposes, under the name of "municipality of the township of Laure."

June 6th.—By order in council to detach from the school municipality of Saint Elzéar, county of Laval, lot No. 652, of the cadastre of the parish of Saint Martin, in the said county, belonging to Arthur Ladouceur, Magloire Prévost, Wilfred Després and Dolphis Cadieux, and annex it to the municipality of "Bas de Saint Martin," same county, for school purposes.

June 6th.—To detach from the municipality of the "parish" of Saint Tite, county of Champlain, the following cadastral lots of the said parish, to wit: Nos. 91, 92, 93, 199, 206, 201 and 202, and annex them, for school purposes, to the municipality of the "village" of Saint Tite, in the same county.

To appoint a school commissioner for the municipality of the village of Megantic, county Compton.

June 13th.—To detach from the municipality of Ireland South, county of Mégantic, Nos. 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, and 60, of the official cadastre of the first range of the said municipality of the south part of the township of Ireland, and to annex them, for school purposes, to Saint Julien de Wolfstown, in the county of Wolf.

June 22nd.—To detach from the municipality of "Ditton," county of Compton, lots Nos. 58, 59, 60, 61, 62 and 63, of ranges IV. and V. of the township Ditton, and annex them, for school purposes, to the municipality of Notre Dame des Bois, township of Chesham, in the same county.

To detach from the municipality of Leeds, county of Megantic, the following cadastral lots: in the range VIII., lots Nos. 1a, 1b, 2a,

2b; in range IX., lots Nos. 1, 2, 3a, and annex them, for school purposes, to the municipality of Leeds South, in the same county.

June 27th.—To detach from the municipality of Ancienne Lorette, county of Quebec, the following territory, to wit: bounded on the west by seigniorial line which separates the seigniories Gaudarville and Saint Gabriel; on the north by cadastral numbers 277 and 265, from thence going south and running towards the east by No. 262 and the parish of Saint Ambroise de la Jeune Lorette; towards the east by No. 237, from thence going towards the west by No. 235, from thence still towards the west and bounded by Nos. 103 and 98, from thence running towards the south and ending at Nos. 104, 107, 108 and 113, forming a right angle running towards the south and ending at Nos. 114 and 115, from thence continuing towards the south, bounded by Nos. 115 and 35, bounded on the south by the parish of Saint Foye, in the said county of Quebec, and to erect it into a distinct school municipality, under the name of "Village of Ancienne Lorette."

To amend order in council No. 599, of the 6th of December, 1890, erecting the school municipality of Dunany, county of Argenteuil, by inserting, so far as possible, the cadastral numbers in place of the numbers by lot and range given in said order in council, and also to change the limits of the municipalities of Saint Jerusalem and Dunany, as follows: Lots 1, 2, 3, 4, 5 and east half lot 6, of the first range of Wentworth. Lots 974 to 977, both inclusive, and 1020 to 1030, both inclusive, on the official plan and book of reference of the township of Chatham. Lots 1857 to 1877, both inclusive, lots 1879 to 1885, both inclusive, and lots 1889 to 1894, both inclusive, on the official plan and book of reference of the parish of Saint Jerusalem. The above lots to be substituted for the ones named in order in council No. 599. To detach lots 1857, 1858, 1859, 1860, 1886, 1886a, 1887 and 1888, from the school municipality of Dunany, and to annex them to the municipality of the parish of Saint Jerusalem county of Argenteuil, for school purposes.

June 27th.—To re-appoint the Rev. W. I. Shaw, L.L.D., a member of the board of Protestant school commissioners of the city of Montreal.

June 27th.—To detach from the municipality of St. François de Sales, county of Lake Saint John, the territory known by the name of "Saint Thomas d'Aquin," and to erect it into a school municipality under the name of "Saint Thomas d'Aquin," with the limits which are assigned to it for municipal purposes.

To detach from the municipality of "Marston South," county of Compton, the following lots, to wit:

Range 7.—2 to 14 inclusively.

" 8.—2 to 16 "

" 9.—2 to 23 inclusively, less $\frac{1}{2}$ east of lots Nos. 22 and 23.

" 10.—2 to 24 inclusively, less $\frac{1}{2}$ west of lots Nos. 23 and 24.

" 11.—2 to 21 inclusively.

" 12.—1 to 14 "

" 13.—1 to 14 "

and to form a school municipality under the name of "Val Racine," in the county of Compton.

To erect into a school municipality the new parish of Saint Théophile, county of Champlain, with the same limits as are assigned to it by the proclamation of the 25th March last, 1895.

To detach from the municipality of Saint Félicien, county of Lake Saint John, lots Nos. 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48 and 49, of ranges V., VI. and VII., of township Demeules, and annex them, for school purposes, to the municipality of the "Rivière au Doré," in the same county. The foregoing erections and annexations to take effect from the first of July, 1895.

June 29th.—To detach from the school municipality of the parish of Saint Zotique, in the county of Soulanges, all the territory forming the rural municipality of the village of Saint Zotique, such as described in the proclamation of the ninth November, 1853, and also lots Nos. 1, 2, 3, 4, 5, 6, 7, 8 and 9, of the cadastre of the said parish of Saint Zotique, and to erect the said lots and the said village into a school municipality by the name of "Village of Coteau Landing," in the county of Soulanges.

June 29th.—To detach from the municipality of Saint Damien de Stanbridge, county of Missisquoi, lot No. 2086, in the fifth range of the township of Stanbridge, and to annex it to the school municipality of "Saint Armand West," in the same county.

June 29th.—To detach the east half and north-west quarter of lot fourteen, in the fifth range, lot fourteen, in the sixth range, and the east half of lot fourteen, in the seventh range of the township of Stanbridge, from the school municipality of the town of Bedford, county of Missisquoi, and to annex them to the municipality of Saint Ignace de Stanbridge, same county, for school purposes. This change to affect the Protestant only.

June 29th.—To erect into a school municipality the township of Montcalm, county of Argenteuil, with the same limits as are assigned to it by the proclamation of the 10th of January, 1857, under the name of school municipality of "Montcalm."