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THE

EDUCATIONAL RECORD

OF THE

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Articles: Original and Selected.

THE EDUCATION THAT EDUCATES.

The school-work that leads to the acquiring of knowledge on the part of the pupils themselves, through what in them have been called the five gateways of knowledge, is beginning to be recognized by our progressive teachers as the only kind of school-work that brings a satisfaction which is not momentary. The credit that comes to the teacher who can carry his pupils with *eclât* through the perils of an examination is sweet enough; but, after all, a successful examination may crown the year's routine of a most unsuccessfully conducted school or college, as well as that of the most successfully supervised institution in the country. The word education does not come from *edūco*, but from *edŭco*, two words similarly spelled, but differing in meaning as well as in pronunciation; and it is the education which educates, which trains up the child, which awakens the sense-faculties of acquiring knowledge that is the truly legitimate school-work. As practical issues of such a definition of school-work, the library and museum assume an importance which cannot be overlooked, and it is with some satisfaction that we look upon the inauguration of a movement in favour of school libraries in our own province. Some little progress has also been made in the matter of making collections for the school museums, and, thanks to the Geological Survey of Canada, under the superintendence of Dr. Selwyn, our superior schools are becoming possessed of a cabinet illustrative of

Canadian minerals. The importance of the museum for children can hardly be over-estimated, and it is with pleasure that we quote Professor Starr's article on "The Museum in Educational Work," which lately appeared in the *Educational Review.*

"Whether elementary work in science shall be taught in common schools or not," says Prof. Starr, "is hardly before the public. Such work has been widely introduced, sometimes with, sometimes without, good results. I believe it has come to stay. A child must be led to think for himself, to observe closely, to discriminate, to classify, to express himself simply and clearly. Such results can be obtained in no way so well as by science work. What museum ought an elementary school to possess in order to assist such work? No work in science is of particular value, unless it is practical study of specimens. The best specimens are always those that the children bring in. But such gatherings are usually heterogeneous; some of the objects are of value, many are not. From this mass of material, however, the best things should be saved, suitably prepared, and arranged in safe cases. The children will very soon come to have delight and pride in the growth of this little school cabinet, and every effort should be made to encourage such feelings.

"The museum should always be adapted to the work attempted; and what is the object of science work in the lower grades? Surely it is not the amount of botany, or zoology or geology learned. It may be important for the entomologist to know just where *Telea polyphemus* stands in a classification; it is much more important for the child to have seen its life history. His thought should have been stimulated, and his wonder excited, by seeing the great green "worm" weave its silken cocoon about it; by watching its forthcoming in the springtime and the wonderful development of color that rapidly transforms those shapeless flaps into wings of beauty. Later, he may notice how it differs from the butterfly which he catches by the roadside pool. Still later, it may be worth telling him the name of the creature he has come to know. Such a specimen means something to a child, and is worth more than a purchased collection of representative types of the whole zoological series.

"A high school museum is a somewhat different matter. The natural sciences here are taught, in considerable measure, for their subject matter. Here such systematic series as I have criticised are more in place, but even here all material of that

kind should be reduced to a minimum. It is desirable, it is needed, but it should be no more than necessary. In high school museums one thing particularly should be the aim; to secure a complete local series. May the day come when every high school and academy shall be, as it easily may be, the place where the local fauna, flora and geology are most fully represented. What, and how much, should the college museum contain? Here the object of scientific study, particularly where subjects are offered as electives, is the material of science itself. While here a local series is desirable, and almost sure to be gathered, there must be a systematic series, one in which there should be few breaks; if possible, none. Such a series need not be large; there should be in zoology specimens illustrating both morphology and structure of all the more important groups of animals; in botany, an herbarium illustrating the chief points in the coarse structure of plants and the characters of most importance in classification; in physiology, little more than a mounted and an unmounted skeleton with the usual series of anatomical models (fresh material for study from lower animals is better than any quantity of poor permanent preparations in jars); in geology, a few hundred typical specimens of minerals, rocks and fossils, carefully selected to illustrate structure and history; besides these, a good lot of microscopic preparations illustrating histology, both animal and vegetable, and rock structure is desirable. All this material should be arranged in the most systematic way, and there is little of it that is not suitable for display in cases.

"Although we thus draw close limits for the college museum, we do nothing of the sort for that of the university. Here there should be a wealth of material. To the university, with its advanced students and specialists, should go the great special collections in every field. A single pair of birds of a given species is sufficient in the museum of a college, but in the university museums may be dozens, nay, scores or hundreds of specimens; there a single good specimen of some fossil form may be enough, but here should be material for comparison and for tracing variations due to changed environment or passage of time. The museum of the university is primarily for study; no doubt, however, some display of specimens is necessary, and even a great display may be pardoned. The object of science study varies with each grade of school. What the object is must determine the character of the museum. The proposition is simple and fundamental, but it is very often overlooked. I believe firmly in the educational influence of

the public museum. Public museums are new to us in America. Our great museums may be counted on the fingers, and there are not many small ones. Our museums, too, are seldom under government control, but are private property of associations or societies, many of them with no adequate fund, and few, if any, paid officers. Often they depend for success, or even for life, upon interested individuals, whose removal means disaster. But public interest increases, and great museums will be more numerous in the near future. Such museums ought always to be educational centres, and should have a definite relation to every school, of every grade, within their reach."

And in connection with scientific teaching in the public schools, our contemporary *Intelligence*, utters a warning note, which must not be overlooked:—

"While our educators talk a great deal about the teaching of science, or of scientific method, as it has been called, to distinguish it from the mechanical or text-book method, our schools seem to make but little progress in adopting this line of work. There are at least three obstacles in the way. 1. The great mass of teachers do not know enough of science, either in narrow or in broad lines, to teach it an efficient, objective manner. Text-book knowledge, if that may be called knowledge which has never been consciously realized or verified, is not so scarce. But probably not one teacher in five hundred has enough knowledge of any department of science to venture alone out of doors with it or into the presence of the things themselves. 2. A deep seated skepticism on the part of many prominent educators, particularly the older ones, as to the value or practicability of real objective scientific teaching. The younger men who believe in it are unfortunately not yet numerous or strong enough in the public school ranks to defy tradition and conservatism. 3. The extravagance and unreasonableness of some of the advocates of instruction by the scientific method. To affirm that school children should study nature only as discoverers, as original investigators, with possibly a slight modicum of guidance only, is to utter what upon its face is absurd. That pupils should do some really independent and original work, as much of it as circumstances will permit, and enough to develop the true scientific spirit and accuracy, seems evident enough. That they should always deal with veritable things in connection with the book study, and never be permitted to rest satisfied with merely memorizing text-book statements, also seems evident. But that they should learn nothing about nature but what they discover for and by

themselves defies common sense. At least the great body of educators admit in theory that pupils should do actual laboratory work in studying any science, although often their practice sadly lags behind. But the radical scientists by their extreme position actually retard the progressive movement by the evident unwisdom and impracticability of their demand.

"The matter of introducing the study and observation of nature into our schools from the primary grades up is an important and pressing question. Not a day passes but the writer of this keenly laments that his own three children in the fifth grade and upward, are taught nothing in school but books, books, books. A little paper pasting and drawing, working problems in that abominably worthless time-slayer, duodecimals, diagramming sentences, analyzing words that are from ten years to a life-time beyond their needs, learning the names of capes, bays and straits that they will probably never hear of again, but never a word about flower, bird, stone, tree or any of the wonderful harmonies and beauties of nature. And yet these children are in a system of schools claiming to stand at the head of the educational *bon ton* of the State, and making a cheap parade in brave gilt (that almost passed as *guilt*, an evident impulse toward truth) of diplomas by the half dozen from the State Agricultural Society. Save the mark!! A Agricultural Society issuing diplomas of merit to a system of schools in which not a single effort is made to turn the thought and interest of children toward the study of God's world, a system in which, from the superintendent down, there is not a teacher who seems to feel, or is permitted or encouraged to betray, any warm love of nature, or to show that her soul

> 'Finds tongues in trees, books in running brooks,
> Sermons in stones, and good in every thing.'

"We are not by any means the only parent that feels sad and indignant at seeing his children growing up in that same ignorant coldness and indifference to the wonders of earth and sky which limit his own horizon, nor are these the only schools in which attention to the artificial and conventional, as found in books, drives out everything that could open the eyes of the child's soul to see what there is in nature.

"This is a subject not in danger of being overdiscussed. It is one on which teachers need light. It ought to receive more attention in teachers' associations, attention not from theorists or mere advisers, but from those who can tell what they actually do in this line in their schools. Such a paper as we reprint in

their issue is of the highest value, whether one endorses it or not. It is clear and specific. It presents a definite plan either for approval, or opposition, or modification. It is a model in its way of what every executive committee would do well to provide for its association, bringing the discussion down, however, to lower grades if possible."

Editorial Notes and Comments.

The question of our teachers' salaries has become a practical question through the action of the Protestant Committee in distributing the special grants to our Superior Schools for appliances, and our School Commissioners, in making their appointments for the coming year should, in the interests of the district they represent, make themselves acquainted with the manner in which the allotments for salaries have been made. Full explanation was given in the reports of last year as they appeared in the EDUCATIONAL RECORD. The salaries of our elementary school teachers is a question over which the Department of Public Instruction has had, so far, little or no control, and, in view of the state in which the finances of the province are said to be at the present moment, and the remote chance there is for an increased subsidy towards the support and supervision of these schools, it is a matter of regret that the prospect for our country teachers is not as bright as one would like it to be. We have pointed out again and again the fundamental reforms that are necessary to bring about an improvement in our elementary schools. To frame regulations is an easy function: to make provision for the enforcing of them has not been found so easy, and no one knows this better than our Common School Inspectors, who, however energetic they have proved to be, have found it all but impossible to get the municipality, that neither favors education on social nor on moral grounds, to take the proper steps towards the improvement of their schools. What then is to be done? A correspondent repeats what was said not long ago in these pages. "It is folly," he says, "to attempt to supply a demand that does not exist. If the school term is too short, if teachers are poorly paid, if teaching is poorly done, if schoolhouses are shanties, who is to blame for it? The schoolhouses will be as good as the people wish, the teaching will be as good as they pay for, and the school term will be as long as they want it to be. For if people wanted longer terms, they would have them; if they wanted better teachers, they would get them; if they wanted better

schoolhouses, it would be so ordered. The truth is, where school facilities are bad, the demand for better education does not exist. It must be created, Wake up public sentiment. Teach the people. Teach *them.*"

—The question naturally arises: "What and how are the people to be taught?" The same correspondent replies that they must be taught that what was good in former times is not good enough in this age of improvement. And yet one is inclined to consider it to be but an ignorant community in which this has not been accepted as an axiom of modern progress. He says also that men should be taught that money invested in the education of their children is better than all the houses and lands and bank stock they can leave them. Had he said that they should be made to see that an improved school building and the work of the most efficient teacher procurable would enhance the value of his property, he would have set the educational reformer a task less philosophical but more convincing when the proof was forthcoming. Even when he proposes to teach the people that ignorance is the enemy of virtue, law and human happiness, or that education is the best capital for the individual, the best safeguard for society, the strongest bulwark of the state, he comes no nearer a practical solution of the problem of how to improve our elementary schools in the country districts. The solution of the question, in our opinion, rests upon our legislature. The problem is a money question. It has its moral phase, it is true; but the methods by which the country districts are to procure improved schoolhouses, higher salaries for their teachers, efficient inspection, are much the same methods which a community adopts when it wants a bridge built or a railway subsidized. The policy of the present government, we believe, is to foster education. Perhaps among its members there may be found one or two gentlemen who will urge the claims of the country districts in this respect to a successful issue. We have hopes that such is the case.

—We are glad to see that the Montreal school authorities have issued an order which will lead to uniformity in the pronunciation of Latin. Since the attempt was made to introduce the continental pronunciation in some of our schools, we have been going from bad to worse in this respect, until the pronunciation has become a kind of mixed quantity, particularly in the schools which have fallen into the hands of teachers fresh from college. As has been pointed out before, the importance of the discussions on this question is to be seen only in the desire of those who are anxious for uniformity; and, as there are two

sides to the question, equally well supported by arguments, we are inclined to think that the decision of the Montreal Board is the right one—namely, to keep by the English pronunciation so long in use in our schools. We hear that the matter is to come up for discussion at the Convention of the Dominion Association of Teachers in July next; but if the fruits of the discussion on that occasion are to be of the nature of the results of the deliberations at our Provincial Teachers' Association a year or two ago, the bringing up of the question will only be a matter of regret. The study of Latin is not a fine art. The only hold it has upon us as a school subject is to be found in the superior mental effects it produces in the pupil; and there can be no doubt that the farther we get away from these in our discussions over its utility the more will we loosen its hold in our curriculum.

—The June examinations are again drawing near, and it may not be out of place to counsel our teachers to take note of the responsibility which rests upon them in the manner of conducting them. The relationship between them and the deputy-examiner is one of co-operation. The discipline of the school during the examination is for the most part in the hands of the teacher, and wrong-doing should no more be allowed to escape punishment on the day of examination than it is during any ordinary school day. The first thing the teacher of integrity decides when he takes charge of a school is that no wrong-doing on the part of his pupils shall be winked at, and nothing should induce him to suspend his resolution during the days of examination. By way of illustrating the influence for good of the vigilant, conscientious teacher on the day of examination, it is said that during a school examination the master observed a boy puzzling himself over a question, in evident despair of answering it. As not unfrequently happens under such circumstances, the poor lad's despair culminated in the temptation to use illegitimate means, to correspond with his neighbor or his neighbor's paper. "If I were you, John," said the master, watching the young man's countenance, "I would rather let the question go." And the discipline was enough. The lad blushed, and let the question and the tempter go at the same time. Such a teacher as that had made up his mind previous to the examination that, come what would, the examination of his school would be an honest one, and, to assist the deputy-examiner in making it such, his eye was everywhere, protecting his pupils against themselves. The routine of the examination will be very much the same as in previous years. The usual preliminary instructions have been sent by circular, and the teachers are earnestly

requested to see that the returns are in before the first of May.

—In making their arrangements for the spending of the summer holidays this year, our teachers ought to keep in view the Convention to be held in Montreal during the first week in July. The provisional programme has been placed in our hands, and, though evidently not complete, it ought to be sufficient to attract a large number of teachers from all parts of the country. The aim and purpose of the Association is more or less patriotic, and while the assimilation of the educational interests of the Dominion of Canada is a heavy task for such a youthful body to undertake, yet the gentlemen who have associated themselves with the enterprise are of sufficient influence to give to the deliberations a tendency in that direction. At the first convention there may not be much done beyond a mere interchange of ideas—the promoting of a spirit of cordiality and co-operation, but this in itself will be of great value as a starting-point. "The teacher's attitude towards his calling should be one of progressive sympathy. He ought to keep himself in touch with the educational tendencies of the times. Education is an evolution. Its moods and tenses are ever varying: its phases in one province, or country, or continent, differ from those of another, and the teacher who knows no more of the educational forces at work than those which co-operate within the four walls of his school-house, becomes a pessimist before he is aware of it, and a drag upon the aspirations of his fellows."

—There is hardly one of our exchanges that is not giving praiseworthy attention to the subject of school libraries, and no advocacy could be more pertinent than that of Miss Eva A. Madden in the *School Journal* when she says: "Excellent as our public schools are in many respects, there is still among their pupils a strong need of more true culture. By culture I mean that love of the finer things of life which produces gentleness in conduct, in written word and in speech. There are two ways by which this culture may in part be secured: the association with cultivated people, and the close companionship of good books. Too often our pupils are satisfied to feel that the mastery of certain text-books means education. In my personal experience, I have found classes of children perfectly capable of doing the mechanical work of the schoolroom, and yet devoid of what we call general knowledge. Noticing these children at recess, I have found their conversation to be as frivolous as possible, on topics likely to interest idle minds. This state of things among children is the result of mental starvation. This starvation manifests itself to the teacher in poor language work

and in unintelligible reading aloud. Many children have no opportunities for becoming acquainted with books in their own homes, and consequently either never read, or, if they do, it is the numbers of trashy papers or the pages of cheap novels which engage their attention. A certain per cent. of children frequent the public libraries, but here they encounter great danger, for, unguided, they are apt to stray into pages of objectionable literature. It is admitted by all that incalculable harm is often done a young mind by bad reading. Hence, a part of the duty of every teacher, as well as parent, should be to guide children to proper works, and, by means of libraries, to put safe volumes within the reach of boys and girls."

—In connection with the establishing of school libraries in our provinces, we have had many requests to furnish a list of the most suitable books for such a selection, and this month we give elsewhere a partial list of historical novels which may be of some service to our teachers. We would like, however, that our teachers themselves should assist in the preparation of such a list, and therefore request them to send in on a postal card to us at Quebec the names of works that they think would be interesting to children. From such a list a selection will be made and published in the EDUCATIONAL RECORD. In the meantime we start the list with the following as a suggestion: Hawthorne's *Tanglewood Tales*, Lamb's *Tales from Shakespeare*, Church's *Stories from Homer*, Grey's *Classics for the Million*, Aubrey Stewart's *Tale of Troy*, Miss Alcott's *Little Men* and *Little Women*, Andersen's *Fairy Tales*, Carroll's *Alice's Adventures in Wonderland*, Defoe's *Robinson Crusoe*, Bunyan's *Pilgrim's Progress*, Macaulay's *Biographies*, Addison's *Spectator* (selections), etc., etc. Let our teachers send in further suggestions.

—The death of the Rev. Dr. Cook of Quebec is an event which the friends of education in our province cannot pass over as one of little importance. Of his life-work in the denomination to which he belonged and in the congregation over which he presided so long, others have spoken in those terms which generally seek a refraction in the adage, *de mortuis nil nisi bonum*. Such *post-mortem* favors none discountenanced so much as Dr. Cook while he was in life, and in view of all that has been said of himself in a general way since his death, it is a relief to feel that such obituary references cannot hide away the true character of one who exercised in life an influence that would not suffer itself to be overlooked. There were about Dr. Cook's character many of the elements of greatness, which possibly in a wider environment would have been seen to still greater advantage.

His manliness no one ever could doubt, and it was this feature in him which made his voice or pen a power whenever it was exercised in public affairs. As a member of the Council of Public Instruction his influence among his colleagues was more a corrective element than constructive, and yet it was nearly always a guidance towards straightforward action. Secondary considerations or side issues were his abhorrence, and, naturally enough, there was in all his utterances on the question of education a directness, a fixedness of argument which, though often unsuccessful in the presence of the prearrangements of minds more calculating, had to be respected. His life, it was true, was one in which there were many contradictions, as in what life worth contemplating are such not to be found; but when, outside of the obituary platitudes which are meant rather as a solace than as a true estimate, there will remain to posterity in the biography of Dr. Cook the life of a man who cannot well be forgotten in the history of Presbyterianism or of education, when such a history comes to be written.

Current Events.

—The closing of the colleges for the long vacation, after the ordeal of the spring examinations, has been attended with the usual social gatherings of the students. The students of McGill have been foremost in their efforts to promote in this way an *esprit de corps* in their ranks, while those attending the theological halls in the neighborhood have been following the example with evident success. The conversazione of the students of the Presbyterian College was one of the successes of the season. The hall of the college was very tastefully decorated for the occasion. All parts of the building were thrown open for the inspection of the guests, who availed themselves gladly of the opportunity, the library coming in for quite a lot of attention. In the reading-room were exhibited a number of curiosities from distant lands. Musical selections were rendered during the evening by Mme. Cornu, Rev. Mr. Heine, Mr. S. S. Bain and members of the Harmony Male Quartette, while a recitation, "His mother's picture," was excellently rendered by Mrs. Duclos. Holland's orchestra also assisted, and rendered some very agreeable selections. Refreshments were provided during the evening. The students of St. Francis College are also going to crown their labors of the year by an evening's entertainment in Richmond.

—We cannot overlook the enterprise of the people of Lachute in providing themselves with such a fine school-building as the

one now in process of erection is sure to be when it is finished. There have been made difficulties in the way of maturing the policy which has led to this result, but the good sense and liberality of the community has overcome all these difficulties, and the issue will no doubt be one of the most spacious and well-arranged school-houses in the province. The thanks of the community are due to the energy and tact of the chairman of the Commissioners, Mr. Palliser, who has spared no pains in laboring for such an outcome to the enterprise, and the time is not far away when we shall be able to congratulate Principal McOuat on the improved appliances placed at his disposal to carry on the work which he has so successfully been engaged in for so many years in Lachute. The school, we are told, will be opened in September.

—Within the last two years the facilities provided at McGill, through the munificence of private benefactors, for the better practical training of students in engineering and physics, have been increased to such an extent that the University is now equipped in a manner which makes it able to offer attractions to intending students second to none, perhaps, on the whole continent. It was in 1889 that the work commenced, the late Mr. Thomas Workman leaving $120,000 for the founding of a department of mechanical engineering and the providing of workshops. Mr. W. C. McDonald, one of the governors, next offered to construct at his own cost two technical buildings—one for physics and one for engineering. These buildings are now nearly finished, and will have cost about $300,000. Mr. McDonald has contributed $200,000 towards the workshops, $85,000 as a fund for the maintenance of the two buildings, $50,000 for a chair of Physics, and $40,000 for a chair of Electrical Engineering. The same gentleman has purchased for the University a collection of kinematic models, illustrating the various mechanical principles, costing $12,000, and expended $1500 for surveying and geodetic apparatus. Among the other donations by Mr. McDonald to the University are $5,000 to the general endowment fund in 1871, $25,000 for the foundation of ten scholarships in Arts in 1882, $500 to support a chair of Botany in 1883, $3,000 to the current expense fund in 1887, $150,000 to the Law Faculty endowment in 1890, $4,075 to fit up the new chemical laboratory the same year, $10,000 towards the maintenance of the Engineering Department, $3,000 for class-rooms for the Faculty of Applied Science, $675 for advertising, and $1,000 towards the Campbell Memorial Fund. Mr. McDonald's donations to the University altogether amount to

over $700,000. The Engineering building, which bears his name, covers an area of 9,600 square feet, and is four stories high. It is provided with every appliance needed for a thorough practical course.

—The sub-committee for this province appointed by the general Dominion executive of the University Extension Association in Toronto in January, met at McGill College on the 31st of March. Besides Sir Wm. Dawson, in the chair, there were present Dr. Johnson and Prof. Cox, of McGill, and Principal Adams, of Bishop's College. It was reported that, after due correspondence, the Abbé Laflamme had undertaken to bring the matter before Laval, and it was understood that to that university would be committed any extension work that might be intended for the French-speaking people of the province. The Abbé was on the original Council, but was, unfortunately, unable to attend in January. He is, however, quite imbued with the extension spirit, and in his hands we may safely leave the extension scheme to develop amongst our French compatriots. Prof. Cox was elected secretary of the sub-committee, and has made an announcement on the subject of the probable scope of extension in this province. It is quite clear that if the demand should come there will be an ample supply of lecture matter. Probably at first the lecturers will come from amongst the collegiate staff. It is hoped, too, that something may be done in the Eastern Townships within reach of Lennoxville. At least three members of the staff would be available for such work, perhaps aggregating from three to six possible courses in all. Subsequently the Council of Bishop's College have requested the Very Rev. Dean Carmichael, D.C.L., to act as the third member of the Bishop's College section of the sub-committee. It is hoped that one who is so accomplished a lecturer himself, and who has so large a share of public confidence, will accept the position. Chancellor Heneker, the other Lennoxville member, was absent in England at the time of the meeting.

—We regret that Dean Norman feels himself unable this year to take the Lennoxville part of the classical examination for the A.A. His work will be divided between two Lennoxville graduates, Rev. E. A. W. King, M.A., and Rev. G. A. Smith, B.A. The success and development of the school's examination under the joint board of the Universities is a good omen of the future success of the extension scheme in this Province.

—The following paragraph about the late Rev. Dr. Cook, of Quebec, we select from the *Scottish-American:* "The Rev. Dr.

Cook, minister of St. Andrew's Church, Quebec, who died on the 31st ult., was a native of Sanquhar, Dumfriesshire. He emigrated from Scotland in 1836, and for over half a century has been a prominent figure in Canadian history, especially in connection with the Church temporalities. Dr. Cook was principal of Morrin College, and ex-chancellor of Queen's University, Kingston. There was hardly a movement of public spirit or philanthropy for many years in which he did not take an active and prominent part. When Quebec suffered from great fires he performed useful work in connection with the relief committees. In 1888 the weight of advancing years caused him to resign the pastorate of St. Andrew's Church, but he maintained his intellectual vigor up to the last, though he had reached the grand old age of 87 years. Two days before his death the Scottish accent, which he had rarely used throughout his long and useful life, returned to him, and he spoke in broad Doric, recalling pathetically the speech and associations of his early years. He leaves two sons and three daughters."

—In our last issue we referred to the position of Morrin College in words which were certainly not intended to have any other effect than to promote the future welfare of the college under its present selected staff of professors; and now that the venerable principal of the institution has been called away, we trust that means will be taken to perpetuate the institution under a successor worthy to succeed a man of such prominence. We see no reason why the college at Quebec should not fitly be maintained as the "St. Andrew's College" of the Dominion—small, perhaps, as far as numbers are concerned, but thorough in its scholastic operations, and retaining its dignity among its sister institutions. The examinations this year have been so far successful, and, with the fair amount of success which has attended the efforts of the past few years, we sincerely trust that Mr. Ross and others will come to the rescue of the institution to save it from its present financial straits. Co-operation alone will lead to success.

—In our editorial remarks we have said that the study of Latin or Greek is not a fine art. But respecting the English pronunciation of Latin, those who favour its retention have a nut to crack in what a correspondent to *Notes and Queries* says of a Latin play lately produced by students in England. "It is brutal," he says, "to hear the Westminster play delivered. It is vile to have to sit out the Harveian oration at the College of Physicians when it gives forth its annual dose of poisoned Latinity. It is a dire joke there to see our good medical scholars

voluntarily turn barbarians merely to maintain an insular prejudice of utterance that ought to have been exploded 200 years ago. As, probably, Latin studies will soon be shelved, as Greek studies have already been, it is, perhaps, not worth while to suggest anything. But if Latin is to be continued as a compulsory study at our Universities, which the colleges seem to be rapidly converting into theatres, it would be well to adopt the continental vowel system. Latin is still to some extent the language of the learned on the Continent, and if we are still to devote years to its study, let us at least vocalize it so as to be understood abroad when employing it as a literary vehicle. All that is wanted is to bring over two scholarly Italian Latinists, put one at Oxford, the other at Cambridge, and make everyone at once conform to their pronunciation. It is very easy. Milton always insisted on it. Almost before a year had run out, every school in the kingdom would be in harmony with the continental usage."

—The improvements made in the High School Building of St. Johns, P.Q., deserve notice, and possibly in another issue we may be in a position to describe them fully. The work has been supervised by Mr. E. R. Smith, of the *News*, a gentleman who takes a deep interest not only in general educational movements but in local educational affairs. He has been sedulously seconded in his efforts in this case by Mr. Black, a brother school commissioner, who, with a disinterestedness which cannot be denied, has not been slow to recognize the educational necessities of his native city.

—The annual convocation of the medical faculty of the University of Bishop's College was held in the Synod Hall, Montreal, on the 5th April, the Vice-Chancellor, the Very Rev. Dean of Quebec, presiding, in the absence of Chancellor Heneker, who is in England. The following gentlemen received the degree of C.M., M.D.: Wm. Burnett, Montreal (Wood Gold Medal); J. W. F. Purvis, Lynn, Ont. (Chancellor's Prize); F. J. Hackett, M. Goltman, Montreal; Ewing R. M. Brandt, Georgetown, British Guiana; Arthur J. Richer, Montreal; Frank Sylvestre, Cazaville, Que.; Alex. Blanchette, Worcester, Mass.; Duncan Crevier, St. Anicet, Que.; Jas. L. Warren, Murray Bay, Que.; S. W. Atwater, Plainfield, Ont. The Dean of the medical faculty, Dr. F. W. Campbell, read a very encouraging report, in which the number of students was given as seventy-six, considerably the largest number ever reported from this faculty. The students' valedictory was read by Dr. Burnett, the professors' valedictory by Dr. England. The

Dean of Quebec, in an interesting address, said that the number of lady students had not increased owing to the recent legislation in connection with the General Hospital, whereby the number of ladies admitted to the privileges of that hospital was restricted. He hoped the medical faculty of Bishop's College would not be ignored when the medical board of the new Royal Victoria Hospital should be appointed. The work of the faculty in connection with the Western Hospital was spoken of, and referring to the general condition and prospects of Bishop's College as a whole, the Dean concluded by hoping that Bishop's College would be more than ever in the future what it is at present—the great home of higher Protestant education in that garden of Canada, the Eastern Townships.

—Principal Adams also gave an address, in which he referred to the events of the year since last medical convocation, including the appointment of the Rev. B. G. Wilkinson, B.A., who, after a year's *wanderjahr* for study at an English College, has been nominated as professor of Pastoral Theology, and the division of labour whereby Mr. H. J. H. Petry, M.A., becomes headmaster of the Junior Department or School. The considerable donations to Lennoxville during the year were referred to gratefully, though it was playfully suggested that the immense benefactions to McGill threw these into the shade. It appeared that the "unit of donation" in McGill was now $100,000. At Lennoxville $1,000 was still looked on as a most respectable unit, the Principal giving an exposition of the methods and aims of university extension, in which he said, having embodied much of the substance of the article which appeared in last month's RECORD: "In order that this scheme may succeed, the demand must come from without. The universities do not propose, nor do they intend to hawk their wares; but if the demand arises, as I believe it will, the universities will be ready, as they have been in the Old Country, to meet it." He was able to state the latest step in the matter, which is that Laval, acting under the influence of the Abbé Laflamme, is expected to carry on the work for the French-speaking people, possibly utilizing the organization of the Institut Canadien, while lectures to the English-speaking people would be organized by the joint board from McGill and Bishop's. In conclusion, words from Sir Henry Holland's recollections were quoted to illustrate the blending of material and moral causes in relation to health and disease, and it was said that both members of the medical and pastoral professions should help others not only by their *prescriptions*, but by their

example. The convocation was very well attended, and the proceedings maintained their interest throughout.

—The modern civilization, it would appear, is not having all its own way in Japan. The reaction against European culture has at last set in and is growing in strength. The schools in which European instruction is given are retrograding; two schools, which a few years ago had over 300 students, had to be combined and have now barely 150 students. The foreign professors in universities and secondary schools are being replaced by natives.

—The following resolution has been adopted by the Toronto School Board, and people are beginning to ask for the facts of the case: "That inasmuch as it appears by the recent examinations that the schools presided over by female principals have reached a higher state of proficiency than similar ones presided over by male principals, the school management committee be requested to consider whether it will not be advisable to appoint in the future only female principals to our eight-room schools when vacancies occur, and whether, under the circumstances, it would not be in the interest of this board if some vacancies were created."

—Miss Mary E. Holmes, of Rockford, Ill., who has lately given $100,000 to start a new literary and industrial school for colored girls in Southern Mississippi, as a memorial to her mother, is a woman of unusual learning and ability, especially in the sciences. She is the only woman in America who is a Fellow in the Geological Society of the United States, a membership attained by reason of original investigation and discovery. The new seminary she is to found will accommodate 150 pupils, and three towns in Mississippi are competing for the new school.

—One modern school novelty at least has been discredited. France has abandoned military drill in the public schools, and that at the recommendation of military officers, who say it is a detriment to the service. So many are injudiciously taught, have so much to unlearn, and so many prejudices to overcome, and prejudices amounting to disgust, that the officers prefer to take raw recruits for the army rather than the trained school boys. Is it not possible that the same mistake may be found to have been made in other matters? In education it is a serious error to be "too previous"—if we may use the phrase.

—The advocates of decimal or metric coinage have been receiving some encouragement to go forward from various consuls abroad. British manufacturers are told that they are

losing considerable trade in foreign countries owing to the persistent use of English weights and measures in their circulars and price-lists, which are often unintelligible to foreign dealers. The United States consuls have been giving the same warning, and a new agitation in favor of the general adoption of the metric system seems timely. It was, many years ago, authorized by congress, but since it was not made compulsory, people have clung to the old system. If it means the loss of foreign trade, however, the "almighty dollar" will be a strong argument.

Literature, Historical Notes, etc.

—One of the most important of recently published political works is that by a well-known Canadian publicist, O. A. Howland, of Osgoode Hall, Toronto, barrister-at-law, entitled "The New Empire," and brought out by the Baker & Taylor Company, New York, in a handsome octavo of 630 pages. Mr. Howland's contention, and a contention ably supported, is that the success of the Revolution of the American colonies, a success acknowledged by the mother country in 1783, brought about almost as marked a change in the English constitution as it did in the governments of the states which were erected out of the Revolutionary colonies. There is a vast difference between the New Empire of to-day and the Old Empire of George III., and declaration of independence of the thirteen colonies was an important factor in making this difference. The old British Empire fell in 1783, when by the Treaty of Paris the independence of the colonies was recognized, and one of the most suggestive chapters of this valuable discussion is devoted to "The Fall of the Old Empire." No less suggestive is the following chapter, devoted to "The Treaty of Partition and Its Fulfilment." He shows that Lord Shelbourne and his associates on the part of Great Britain looked upon this treaty as the division of an Empire, as did also Franklin and his associates. In dwelling, in another chapter, perhaps the most striking in the volume, upon "The Constitution of the New Empire," Mr. Howland shows that the great changes which have been wrought in the imperial constitution on the colonial side have been such as to make the colonies of to-day in reality states of a great federal empire. Mr. Howland would strengthen and consolidate this new great British Empire by bringing it and this great republic into harmony of aim and purpose as the two great powers of modern civilization. In fact, he proposes a scheme for the federation of all English speaking peoples. This federation he

would make judicial in its character. He would have an international court, which should promptly dispose of all differences, a scheme not so chimerical as it looks at first sight. The volume, as we have intimated, is an extremely interesting one. Mr. Howland writes with a thorough knowledge of historical facts and constitutional principles, and in a clear and graphic style which leaves little ground for adverse criticism. He touches some sore spots, but his spirit is admirable, and his volume is a notable contribution to the discussion of some vitally important questions.

—At last accounts the Colorado river, which has been emptying much of its waters into the depression northwest of it, had deepened the channel by which it reached the desert. There is now a good prospect that a considerable part of the waters of the river will be permanently diverted to the desert, and that Salton Lake has come to stay. The lake is said to be still rising, but there is no immediate danger of the basin being filled. Major J. W. Powell, of the Geological Survey of the United States, said last month it would require a large volume of water to fill the basin to the river level, and the evaporation is something wonderful. It is not impossible, however, that the channel which has been cut may become so enlarged that all the water in the river will pour into the basin. Even should that happen, the evaporation is great enough to take up fully one-half of the Colorado, as it spreads over the basin, and it will probably require from two to three years for the balance to fill the depression up to the level. If the basin were filled to the river level, the lake would present a surface of about 1,600 square miles. This would be lowered at a rate of six feet a year by evaporation, which gives some idea of the terrible heat of that region.

—A new standard of measurement is proposed—that of the wave lengths of light at a given point in the spectrum. There are two now in use. The standard of the French is drawn from a quadrant of the earth's circumference; the standard of the English is drawn from the length of a pendulum that will beat seconds at the level of the sea. The new standard would be a natural one; it would be cosmic rather than terrestrial in its origin. The idea originated with Prof. Albert A. Michelson, of Clark University; he has devised an apparatus that will measure the space of a light wave with exactness, and the International bureau of weights and measures has invited him to spend the summer at Breteuil to establish the standard practically. This will certainly interest every high school

pupil in America. What effect it will have on the metric system remains to be seen.

—In Switzerland, one winter when it was very cold, the rivers were frozen and the lakes were very shallow. The people who lived on the border of one of the lakes determined to make their gardens larger by running their side walls out into the lake and building a wall across to shut out the water. Then they were going to fill in the space thus inclosed with mud taken from the lake bed. When they commenced to dredge they came upon a quantity of spiles, and ivory and stone and bronze tools. Investigations proved that above this lake, and indeed, above others in Switzerland, had once risen the homes of a people who lived in dwellings built high above the water on spiles or logs driven into the bed of the lake. One lake having been drained, two settlements were found in it, one at each end. The part of the eastern settlement which used to stand above the water had been destroyed by fire, and the charred remains could still be seen. Nobody had ever dreamed of the existence of such peoples. They are now known as the "Lake Dwellers."—*Teresa C. Crofton, in St. Nicholas.*

—A clam is considered as the emblem of stupidity and callousness. But you will make as great a mistake if you put the oyster in the same category as when you class a Chinaman and a Japanese together. The oyster is so strong of muscle, as we all know, that no human fingers are able alone to open the doors of his domicile if he chooses to keep them closed; liver and stomach and digestive organs he has, all as sensitive as ours; respiratory organs as complicated as the human lungs; machinery for obtaining his water supply and for preventing an overflow, and wondrously contrived mechanism for the trapping of his food. Finally, he has a heart, whose pulsations may be seen after his house has been torn from him. With this very limited understanding of the anatomy of the oyster it is not difficult to comprehend how cultivation and care may not only improve its outward appearance and augment its lines of beauty, but how they also cause the quality of its meat to surpass that of the "natural" or uncultivated oyster, as much as grain-fed poultry surpasses the product of the barnyard. When your host places before you oysters that are plump and round, and thick and deep and light-colored, and mantled narrowly by a fringe quite thick to the very edge, then you may be sure that they have not only lived with few disturbances, but under a high state of cultivation.—From "The Biography of the Oyster," in *Scribner's.*

—There are in the English language a number of words which have always been the despair of would-be poets who desire to put their fanciful or romantic or pathetic ideas into rhyme. When a poet writes with that sublime disregard of rhyme and meter which characterizes Walt Whitman, he is not troubled with the limitation of making the end of one line resemble in sound the end of another, but rhyme has about it something so attractive to the ordinary ear, at least in English, that it will probably continue to be in use always. Among the Latin poets of the classical age, on the contrary, a rhyme was deemed a blemish, and we can imagine Horace or Virgil or Martial struggling as hard to avoid a rhyme as some of our poets have to do to find one.

Some of the rhymeless words in English will occur to any one at once. A word, for instance, like "cusp" carries its own condemnation for rhyming uses, for the sound is an unusual one, and it is no wonder that it has not been duplicated. "Culm" is another obviously hopeless word, and "gulf" is still another. There are, in all, nineteen words which have been declared unrhymable by competent authority, no less a rhymester than Tom Hood, and the list is as follows: Bilge, chimney, coif, crimson, culm, cusp, fugue, gulf, have, microcosm, month, oblige, orange, rhomb, scarce, scarf, silver, widow and window.

The peculiar thing about some of these words is that they look as though they would rhyme with the greatest ease. "Month," for example, seems rhymable, and yet it is perfectly hopeless. A person who lisps can make "dunce" rhyme to "month" but that is hardly permissible. "Window," too, looks as though it might be made to fit into rhyme, but the only way is to pronounce it "winder," as James Russell Lowell did in "Zekle's Courtship," where he made it rhyme to "hinder." "Silver" is another word which seems to present possibilities, but it is just as bad as any in the list. We can say "silfer" if we are German enough, and thus force it to rhyme to "pilfer," but that is not satisfactory by any means.

Byron was a very ingenious rhymester, and he went out of his way very often to devise unnecessarily queer rhymes. Thus when he made "henpecked you all" rhyme to "intellectual" it was a *tour de force* which has been much complimented, but it was unnecessary when he had "ineffectual" at his service, which is an allowable rhyme, though not quite a perfect one. There are a good many instances of ingenious rhymes, especially in "Don Juan," but even Byron would have to surrender to the list of rhymeless words which we have quoted.

That any word in a language should be rhymeless is an anomaly if the nations making habitual use of the language have an ear for rhyme. The only way to cure it would be either to make new words to fit the rhymeless ones, or to strike the existing ones from the language, and there are some that we should be loth to surrender or exchange for others. What, to illustrate, could take the place of "widow," or how could we induce the dwellers in either of the California citrus belts to give up the word "orange?" The only feasible plan, therefore, will be for some linguistic congress to construct nineteen new words to mate those which are now mateless.

Practical Hints and Examination Papers.

Opening Exercises. One very good plan is something like the following:—From two to four pupils are selected, and it is made the duty of each to look up and copy a short moral sentiment or maxim to be read at the opening of the school in the morning. Another set is selected to present similar maxims the next day, and in this way all the pupils are selected in turn. When the pupil has read or repeated his sentiment to the school, it is illustrated or commented upon by the teacher till the meaning is not only clear, but well impressed. After the reading of the sentiments they are copied on the blackboard, where they remain all day, and each pupil in the room copies them into a blank book. After the first day the teacher calls upon volunteers to repeat sentiments given on preceding days. Five or six sentiments may be called up in review each day. Some pupils, not much accustomed to general reading, may find it difficult to look up new sentiments, but let it be understood that if a new one cannot be found an old one will be accepted. Under judicious management there will be no trouble there. Children do not like to be parrots, repeating the words of their mates; and when review sentiments are presented they will be quite sure to be such as deserve repetition. This plan leads to several valuable results. It keeps children on the lookout for fine moral sentiments. With this plan, pursued for a year, each pupil has copied into his book five or six hundred excellent maxims.—*The Century.*

—The *National Education* says:—"We are again asked by school officials and teachers to furnish a good recipe for making blackboard surface. The following is reliable and cheap:—¼ lb. lamp black, 2 lbs. flour of emery, ½ pint Japan dryer, ½ pint boiled linseed oil, 2¾ quarts turpentine. This will make 1 gallon of blackboard paint, and will cover a space three feet wide and fifty-three feet long, or half way around a good sized room. The cost of the material is about $1." Considering the trouble there may be in getting these materials our

advice would be send to Messrs. Grafton & Son, Montreal, for a small can of their liquid slating.

Give small pupils leaves to outline upon slates, showing veins and stems. Place them in different positions, making and drawing clusters, wreaths and bouquets on slates or paper. If traced upon paper allow pupils to color them with water-colors or pencils.

—The following under the title of a "Mental Arithmetic Story" is an excellent hint to the elementary teacher. This is the teaching that encourages thought that is not mere memorizing. The story begin with the query :—

What is the date?

I have a little namesake who was born this day, 1888. How old is she to-day.

When will she be five years old?

How old will she be on this day, 1894.

When she was a baby I sent her a cloak of pale blue basket cloth, worth $5.50, and a little hood of pale blue plush, worth $1.75. How much did both cost?

She lives in Chicago, a city that is about 1,000 miles from here. Buffalo is about half as far. How far away is Buffalo?

Her father was in Buffalo at one time, where he stopped on his way to New York, to transact some business with the captain of one of the big boats that bring corn, and wheat, and cattle, and dressed beef from Chicago to Buffalo. How many lakes do these boats sail on?

The boat that Captain Jones had in charge had neither sails nor paddle-wheels. How do you think it went? That is something for you to find out and tell me some day when we are talking about boats.

Nellie's father paid $14 fare from Chicago to Buffalo, and $17 from Buffalo to New York. His berth in the sleeping car for two nights cost him $5. How much did the whole journey cost?

He came to New York to buy machinery for his gold mine in the Rocky Mountains. Among other things, he bought a very fine pair of scales for $125. They were so delicate that a glass case was necessary to protect them from the dust. He paid $4.90 for the case. How much did he pay for both.

The express company charged $6.10 for taking the scales and case to the mine. Add that to the cost.

The reason the scales were made so delicately was because they were to weigh the gold in. What kind of weights were used?

A mine is a cave in the ground made by taking out coal, or some kind of ore. There is a coal mine in Pennsylvania where they take out ten tons a day. How much coal will they mine there in a month?

Digging in mines is dangerous work. They ought to be well paid for risking their lives. Suppose a miner were to get $50 a week, and it cost him $10 a week to live. How much could he save in ten weeks?

How long would it take him to save $4,000.

But instead of this, these men are very poorly paid. Some of them receive only 75 cents a day. How much is that a week?

Ores are different kinds of rock, containing gold, silver, iron, copper, lead, etc. How many things have I mentioned that come from mines?

Mr. Thompson's mine is worth $40,000. He says half of it belongs to Nellie, and half to little Eddie. How much is that for each?

Out of one hundred pounds of rock from his mine Mr. Thompson gets one ounce of gold. How much ore is required to yield him a pound of gold? Not avoirdupois weight.

What would Mr. Thompson's mine be worth if it were three times as valuable?

How much would that be for each of the children?

Eddie can run errands for his mamma. One day she sent him for one and a half pounds of cheese at 11 cents a pound. What did that come to? Yes, the grocer made Eddie pay the extra half-cent.

Eddie had a half-dollar, with which to purchase the cheese. How much change did he receive?

On the way, poor little Eddie fell and left a piece of his cheese in the mud. The piece weighed one-third of a pound. How much cheese did he take home to his Mother?

What was the piece worth that he lost?

He also lost one-third of his change. How much had he left?

His mother did not scold him a bit, but washed his hands and kissed him, and sent him back to try to find some of the lost change. He found six cents. What part of the amount lost was that?

Eddie is saving at the rate of three cents a week to buy Nellie a twenty-five-cent picture book. How long will it take him?

He had saved twenty-one cents at the time of this accident. How long had he been saving?

His mamma said he must pay for the lost cheese, and took the money out of his bank. How much did that leave him? Yes, she made him pay the extra third, just as the grocer had done. But she said that if it had been two-thirds she would not have made him pay it. How much longer did Eddie have to save for the book?

—Good manners, like charity, are said to begin at home. The lecturer who told his audience that swearing was even more vulgar than eating one's dinner with a knife, gave offence—serious offence. But he enunciated two important items of etiquette. Would it not be worth while for our teachers to have a talk with their pupils on such points as the following:—

Young persons should always rise, if they are sitting when introduced to another person. The writer remembers seeing a young woman who had had many advantages, remain seated when introduced to a very elderly lady.

When asked a question to be answered by "yes" or "no," it is considered more polite to say "yes, Mrs. A." than "yes, ma'am." "Yes, sir" and "no, sir" are allowable, but "yes, Mr. A." is better. When

something is said, and the person to whom it is said does not hear or understand, the following questions are proper: "Sir?" "I beg your pardon." "What did you say, Mrs. A?" When a person's name is spoken before a question is asked, the response should be "Sir?" or "Yes, Mrs. A."

When entering a private house gentlemen should remove their hats. Any one should remove rubbers. Umbrella, hat, overcoat, or waterproof should be left in the hall.

In entering a room the host and hostess should be first sought out and spoken to. The same direction applies at leaving.

When in company or when making a call, lounging or rocking should not be indulged in. Sitting with the chair tipped any way, or with the feet on the rounds of the chair, is not allowable. Ladies should not sit with the feet or knees crossed. Gentlemen should not sit with the feet elevated. The feet should remain on the floor, and should be as inconspicuous as possible. No one should sit with the feet far apart.

Fumbling or fussing with the watch chain or with a ribbon or anything else should be avoided: also drumming with the fingers or twirling things. When the hands are not necessarily occupied they should be kept quiet. Constant and unnecessary motion of hands or feet gives one an appearance of restlessness which is not at all conducive of elegance of manners.

Avoid passing directly in front of people when possible. It is better, however, to pass in front of others with a "Pardon me," or "Excuse me," than to crowd behind them. A gentlemen should allow a lady to pass through a door before him, holding it open for her if necessary. Gentlemen should go up stairs before a lady, and behind her in coming down.

Correspondence, etc.

Our correspondents this month have been making some selections in our beha'f, for which we return them thanks.

To the Editor of the EDUCATIONAL RECORD:

DEAR SIR,—It is probable that the readers of the RECORD have never seen the following, as the book I take them from was only printed for private circulation:—

Yours truly, E. L. CURRY.

Humptius in muro sedit, que dumptius idem,
Dumptius at nescit se retinere loco.
Humptius est lapsus, frustraque reponere certant,
Millia regis equum, millia multa virum.

Ingenium lepidum Carbo Rex prixus habebat,
Ingenium priscum, priscus et ipse fuit.
Fumificam jussit cannam cyathumque parari,
Qui canerent fidibus, tres et adesse viros.

Ipse fides manibus proprias vir quisque tenebat,
Et fidibus bellis perstrepuere viri.
Quidquid ubique hominum claret, supereminet omnes
Carbo Rex priscus, cui chorus ille triplex.

NOTE.—Perhaps some of our readers will give a literal translation of the above, the original being so well known.

The following is an excellent translation from the French by M. C. H., a young gentleman who has made his mark in our province as a teacher :—

Sunlight sometime comes to all on earth,
The bush for every thorn a rose gives birth;
For every dark'ning night a morn is made,
To break its stillness and dispel its shade.

The verdure comes to clothe each garbless field,
In Autumn fruitful lands their harvest yield,
O'er every tree an em'rald mantle falls,
When winter's chilling frost no more enthralls.

Each rolling wave its murm'ring music makes
When after sleep to life and power it wakes;
Above each silent tomb the bright skies smile
Though hid by clouds and shadows for a while.

All things on earth toward some great good incline,
As to the light bends every tender vine;
Though darkness may o'ershadow for a time,
It makes the daylight then the more sublime.

The following is sent to us from two of our most practical teachers, and in view of the introduction of mental arithmetic in the Examinations of last year, and the importance of the study in the lower grades, we direct the attention of all our elementary teachers to the examination paper, and the explanation given at the end :—

MENTAL ARITHMETIC.

[Twenty minutes allowed for this paper.]

The answers only to be written in the blank spaces. No scribbling paper allowed. Calculations to be performed mentally.

1. $8321062156 \times 25 =$
2. $38105962144 2 \div 25 =$
3. $1021348967 \times 125 =$
4. $810214678 \times 166\frac{2}{3} =$
5. $2106S9042 \div 125 =$
6. $1034216090 \times 33\frac{1}{3} =$
7. $1034162189 \times 9999 =$
8. $348210894 \times 1117 =$
9. $30421678445 \div 17 =$
10. $32106210416 \times 9\frac{1}{17} =$
11. 341700 oranges @ 6s. 8d per 100 =
12. 58 lbs. coffee @ 1s. $11\frac{1}{2}$d. per lb. =
13. 9106S yards silk @ 19s. 11d. per yard =
14. Interest on $8914 for 6 years @ $16\frac{2}{3}$% =
15. Commission on $500 @ $12\frac{1}{2}$% =
16. $\frac{1}{2} + \frac{1}{3} + \frac{1}{4} + \frac{1}{5} - \frac{1}{6} =$

Answers.

1. 20S026553900
2. 152423S4857 + 17
3. 127668620875
4. 1350357796662/3
5. 16S5512 + 42
6. 34473S69666 2/3
7. 10340587727811
8. 3S895156S59S
9. 17S9510496 + 13
10. 2918746401451/17
11. £1139
12. £5 14s. 9½d.
13. £906S8 11s. 0d.
14. $8914
15. $62.50 [16. $1\frac{7}{60}$

Modes of Working.

1. To × by 25. $25 = \frac{1}{4}$ of 100 ∴ × by 100 by conceiving 2 ciphers to be annexed to the multiplicand and divide result by 4.

2. Multiply last 2 figures of dividend by 4, and divide the last 2 figures of this product by 4 for the remainder; multiply the remaining figures of dividend by 4, adding on the 1st figure (if any) of previous product of last 2 figures.
   For example, in sum 2 the last 2 figures of dividend are 42, which being × by 4=168; dividing the last 2 figures (68) by 4=17 remainder, then multiplying next figure in dividend (4) by 4 and adding 1 (1st figure of 168)=17, put down 7 as the last figure of the quotient required, multiply the remaining figures by 4, carrying the one (1) and the result is the answer required.
3. 125=⅛ of 1000 ∴ add 000 to multiplicand and divide by 8.
4. 166⅔=⅙ of 1000 ∴ add 000 to multiplicand and divide by 6.
5. As in example 2, only × last 3 figures by 8, and ÷ last 3 of this product by 8 for remainder, then × remaining figures of dividend by 8.
6. 33⅓=1/3 of 100. Proceed as in example 1, and divide by 3.
7. 9999=10000−1 ∴ multiply by 10000 by affixing (mentally) 4 ciphers to multiplicand and subtract given multiplicand from result.
8. Multiply by last figure of multiplier and add 3 figures to the right. When last figure has been multiplied and the three figures added, proceed thus:—in the example this comes to 39, put down the 9 and carry 3; then 3+3+4+8=18, put down 8 and carry 1; then 1+3+4=8 and 3=3. (To multiply by the numbers from 111 to 119 add 2 figures to the right.)
9. Proceed in the ordinary way by short division.
10. 9⅑=1/11 of 100. Proceed as in example 1 and divide by 11.
11. 6s. 8d.=⅓ of £1, call the number of hundreds £ s. and divide by 3.
12. 1s. 11¾d.=1f. less than 2s. 58 lbs. @ 2s.=116s. ∴ 58 lbs. @ 1s. 11¾d.=116s.−58f.=116s.−1s. 2½d.=£5 14s. 9½d.
13. 19s. 11d.=1d. less than £1, call the given number £ s. and subtract the same number of pence.
14. 6 years at 16⅔=1 year @ 100%. ∴ Interest=principal.
15. 12½=⅛ of 100 ∴ divide by 8.
16. Ordinary method.

Howick, P.Q. HENRY J. ALTY.

The following is a list of some of the more important of the historical novels that may be of service to our teachers in understanding the historical period which they illustrate, and ought to have a place in our school libraries:—

The Last of the Saxon Kings—*Harold*—Bulwer.
Norman Conquest—*Hereward*—Kingsley.
Third Crusade—*Ivanhoe and Talisman*—Scott.
Wallace—*The Scottish Chiefs*—Porter.
War in France—*Crecy and Poictiers*—Edgar.
The Black Prince—*The Lances of Lynwood*—Yonge.
War in France—*Agincourt*—James.
Days of Henry V.—*Conlyng Castle*—Giberne.
Captivity of James I.—*The Caged Lion*—Yonge.
The Clans—*The Fair Maid of Perth*—Scott.
Wars of the Roses—*The Last of the Barons*—Bulwer.
Reformation—*The Cloister and the Hearth*—Reade.
Days of Henry VIII.—*Richard Hun*—Sargent.
Reign of James V.—*The Braes of Yarrow*—Gibbon.

Henry VIII.—*Windsor Castle*—Ainsworth.
Battle of Pinkie—*Mary of Lorraine*—Grant.
Reformation—*Forest of Arden*—Gresley.
Edward VI.—*Fall of Somerset*—Ainsworth.
Mary—*Jane Seton*—Grant.
Lady Jane Grey—*Tower of London*—Ainsworth.
Edward VI.—*The Constable of the Tower*—Ainsworth.
Mary—*Cardinal Pole*—Ainsworth.
Same Period—*The Monastery*—Scott.
Elizabeth—*Kenilworth*—Scott.
Mary Queen of Scots—*Darnley*—James.
The same—*Bothwell*—Grant.
The same—*The Abbot*—Scott.
Elizabeth—*Westward Ho!*—Kingsley.

This list will be continued from month to month, as we receive suggestions from our readers.

—We gladly accept the suggestion of one of our readers to insert the following solemnly sweet verses by one who has so long been engaged in the school work of our province. The report was once made by some ancient inhabitant or other of a former teacher in one of our academies, when enquiry was made about him many years after he had left the district in which the academy he conducted is situated, that "he had gone to Montreal and had taken to writing poetry." Mr. Procter has never had his home in Montreal, as far as we know, but that has not prevented him from writing the very best of poetry. Sweet are his muse's tones as the mavis in the woodland, sad in their sweetness, but a full volume of charm with the song of truth they always utter.

GOOD FRIDAY'S IDYLL.

What has the world to say,
When that which must come is coming?
  When the flowers have ceased to bloom,
  And the bee has ceased its humming.
When Autumn glides from gold to gloom,
And the frost hangs cold on the ripened ears,
And the Reaper reaps, as he has for aye,
The crop, as it comes to him, day by day,
And the crop, as we count it, years by years.
  What has the world to say?
    Defeat.
Sometimes a life is very sweet;
Sometimes a struggle after shades;
Sometimes, nay! always, what evades
The grasp of our hands, and the run of our feet.
Love and joy, hatred and sorrow
Are but the playthings of to-morrow.
  What is the world's reply
  To the fiat that all things die?—
    Defeat!
We labor and struggle and toil amain,
And do not know that our loss is gain,
Until there is one who comes at the last—
    Death:

Death and defeat for the days that are past,
For all things are lost when there comes a day
When we yield up our final breath,
And the Angel of Death comes to us to say
All things are ended and pass away.

II.

Pain and sacrifice; trouble and strife,
Are the lot of a man in the turmoil of life,
And life's clouds are dark.
There is no life that they gloom not nor cark,
And the end is death and defeat.
So the earth gloomed to mortal eyes
When a sudden darkness o'erveiled the skies,
When death came swift to the shameful cross,
And 'neath its feet,
The love of women tore the hair
And grovelled beneath the dark despair
Of the love that lay dying on the cross;
Their loss:
Death and defeat!

III.

But the veil of the Temple was rent in twain:
And earth gave back her children again,
(Earth that covers us all),
At the voice of the Master's call;
Tears of sorrow; words of despair;
What are they but the loving air
That brings us life, though it moans in pain?
Dead!
Death? where is thy victory?
Dying, out of thy maws comes He
Who, dying, gives us the Living Bread.

J. J. PROCTER.

Books Received and Reviewed.

EPOCH MAPS, illustrating American history, by Albert Bushnell Hart, Ph.D., Assistant Professor of History in Harvard University, and published by the Messrs. Longmans, Green & Co., New York, is a series of very interesting maps or charts illustrative of the history of the United States from the year 1650 to 1891. The work is exceedingly well got up, and will be found to be a great aid in mastering that portion of the history of America with which it deals.

SELECTIONS FROM TENNYSON, by J. M. Wetherell, B.A., Principal of Strathroy Collegiate Institute, and published by the Messrs. Gage & Co., Toronto, contains the poems of the Poet Laureate, which have been prescribed for examination in Ontario. The book, however, might be used very advantageously in our schools for supplementary reading or for other purposes.

A STRAIGHT ROAD TO CÆSAR—for beginners in Latin—by George M. Waite, A.M., and George H. White, A.M., and published by the Messrs. Ginn & Co., Boston. Cæsar has been, and is likely to continue to be, the first Latin author for the young student to try his hand at.

This is easily understood, Cæsar being the author who best illustrates the simpler elements of the language. The compilers of this well-arranged volume have done very much towards making things easier for those entering upon the study of Latin.

TWO YEARS IN NUMBERS, by Charles E. White, is an excellent little book for primary work in Arithmetic, published by the Messrs. D. C. Heath & Co., Boston. Its aim is the obviating the use of the black-board alone, and treats of numbers in a way to be understood by the youngest.

A B C OF SWEDISH EDUCATIONAL GYMNASTICS, by Hartvig Nissen, and published by F. A. Davis, Philadelphia. The Swedish system of gymnastics is considered by many to be the best, both for home and school, and, in consideration of this, Mr. Nissen has offered this excellent hand-book to the public. The treatise contains much that would prove valuable to the teacher in promoting healthful drill in all the classes of his school.

WEBSTER'S INTERNATIONAL.—As one of the stupendous publishing enterprises of the times, the re-issue of this dictionary takes a front rank. We have now been using it for over a year, and can safely recommend it from personal experience. It is a standard work, and must not be confounded with the cheap form in which the old edition has been put upon the market, and which we have seen in use in some of our schools. When the money is forthcoming from the commissioners, the teacher or the secretary should communicate at once with Messrs. Foster Brown & Co., Montreal, who will direct them in the purchase of such a work. Every one of our Superior Schools should be in possession of a copy. The substantial manner in which it has been placed upon the market makes it suitable for daily use, the binding being solid and durable.

THE GEOMETRY OF THE CIRCLE, by William J. McClelland, M.A., Principal of the Incorporated Society's School, Santry, Dublin, and published by the Messrs. Macmillan & Co., London and New York. The students who know their Euclid and trigonometry will find the above volume one of the simplest and best arranged introductions to the higher mathematics that we have seen. An excellent feature of the volume is the application of Reciprocation to many of the best known theorems by which the corresponding properties of the conics are ascertained. The arrangement of the subject-matter is all that should be found in a text-book of this kind—excellent diagrams, consecutive syllogistic form of reasoning, and numerous examples. The book is in the usual excellent make-up of the Messrs. Macmillan's text-books on Mathematics.

AN ENGLISH GRAMMAR, by Miss Sara E. H. Lockwood, author of *Lessons in English*, and published by the Messrs. Ginn & Co., Boston. This claims to be a text-book for the higher grades in grammar schools, adapted from "The Essentials of English Grammar," by Professor W. D. Whitney, of Yale University, with new arrangement and

exercises suitable for younger pupils. Such a book as this will no doubt be acceptable as long as the present method of teaching grammar for its own sake continues. The book is well arranged, and puts as pleasant a face on the old routine of teaching the rising generation how "to speak and write the English language with propriety" as possible, and yet how much of this kind of grammar-learning does really promote in the child correct speaking and writing.

XENOPHON'S HELLENICA, Books V.–VII., edited by Prof. Charles E. Bennett, of Brown University, and published by the Messrs. Ginn & Co., Boston. We are always glad to welcome an addition to White & Seymour's edition of *Greek Authors*. There is nothing superior to this series in the market in point of arrangement, typography and general copiousness of collateral knowledge.

SESAME AND LILIES, by John Ruskin, and published by the Messrs. W. J. Gage & Co., Toronto. This is a reprint of the third English edition, with notes and illustrative extracts from the author's works, and includes his three lectures entitled *Of Kings' Treasures, Of Queens' Gardens* and *Of the Mystery of Life*. We have looked through the notes, and find them an excellent supplement to the great writer's charming essays. The Editor's remarks are recommended by all educationists of an advanced type: "The success of the present systems of education will be open to grave question as long as pupils leave school with so little conception of the close and practical relation between moral and mental growth and so little sense of personal responsibility. The knowledge which consists simply of acquired information is but a poor substitute for the strength of a true education, moral and intellectual." To foster in the child the knowledge that controls the within and the without of a child's environment, no better book could be selected for the school library than this, which has been placed upon the Canadian market through the enterprise of the Messrs. Gage & Co.

THE DIARY OF A PILGRIMAGE and the ADVENTURES OF A GIRL IN THE CARPATHIANS are two of the latest novels issued from the press of William Bryce, of Toronto. Both books are full of interest.

Official Department.

NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, under date the 16th March, 1892, to change the limits of the school municipality of Dalibaire, county of Rimouski.

—To erect a new school municipality under the name of "School municipality of the village of Yamachiche," county of St. Maurice.

21st March.—To appoint a school commissioner for the municipality of Ste. Louise, county of L'Islet.

23rd March.—To appoint Mr. H. T. Swell school commissioner for the municipality of Hampden, county of Compton, in place of Mr. W. Lucas.

26th March.—To appoint five school commissioners for the municipality of Ste. Philomène d'Egan, county of Ottawa.

—To detach from the municipality of St. François, county of Montmagny, the lots No. 310 to No. 356 inclusively, of the official cadastre for the said parish of St. François, and to annex them to the municipality of St. Raphael, county of Bellechasse, for school purposes. This annexion is not to take effect until the first of July next, 1892.

—To order, whereas the dissentient school trustees of the municipality of Standon, in the county of Dorchester, have allowed one year to pass without having a school in their municipality, or jointly with other trustees in a neighboring municipality, and have not put the education law in force, and have taken no measures to establish schools according to law; that the corporation of the said dissentient school trustees for the said municipality of Standon, in the said county of Dorchester, be declared dissolved within the delay determined by law.

—To detach lot twenty-one and eastern three-fourths parts of lot twenty-two, in the seventh range of the township of Hull, county of Ottawa, from the dissentient school municipality of St. Etienne de Chelsea, same county, and to annex them to the school municipality of Hull, in the same county.

—To erect into a distinct school municipality, under the name of "St. Désiré du Lac Noir," the new parish of this name, situated in the county of Megantic, with the same limits which are assigned to it as such municipality. This erection shall come into force on the 1st of July next, 1892.

6th April.—To appoint a school trustee for the municipality of Dudswell, county of Wolfe.

—To change the limits of the school municipalities of St. Hyacinthe and St. Barnabas, county of St. Hyacinthe.

1st April.—To erect a distinct school municipality under the name of "Saint Yvon," county of Gaspé.

TEACHER WANTED.

For the Protestant Dissentient School of Stoneham, Co. Quebec, a teacher holding an elementary diploma. Eight months' term commencing 1st August next. Apply to

SAMUEL SEEDS, Sec.-Treas.,
Stoneham P.O., Que.