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**Articles : Original and Selected.**

**SCHOOL EXAMINATIONS.**

Much has been said for and against examinations as an educational means to an end, and there is no doubt that many pertinent things difficult to answer can be brought forward to show their inefficiency as tests of a student's ability in its highest sense. At the same time, however, there is no doubt that, until something better is found to take their place, examinations must form an element of every efficient system of instruction; for the object of instruction is not merely to place knowledge before a pupil, but also to see that he grasps the knowledge so presented to him and understands it aright. It is in this last connection that the usefulness of examinations is apparent. But there is another purpose which these so-called inquisitions are made to serve; they are frequently, perhaps always—for it is difficult to eliminate the competitive element—considered as tests of superiority. Though this latter element is not to be considered as the better one, there must be a judicious admixture of the two in every properly conducted examination. For, taking human nature into account, some advantage must attend success if the energies of the candidates are to be incited to their fullest.

Among the various school studies, it will be readily seen that some are better adapted for purposes of examination than others. For instance, in the case of subjects like Clas-

sics or Mathematics, where the pupil is required to do something, an examination is nearly always a good test; while in the case of others, such as History or Geography, where it is a matter rather of memory, unless the questions are well selected they are of little practical value. Yet, even in such subjects, an experienced and judicious examiner can set a paper that will be a fair test of the candidates' thoroughness of preparation. And here, more than anywhere else, perhaps, should be tested their knowledge of English composition and grammar. Lists of names—of kings or battles, of rivers or lakes—should be asked for in moderation, and should be replaced by short essays on topics connected with the subjects under discussion, the accuracy of the facts given being also taken into account in making the awards.

An examiner such as has just been referred to, never stoops to the perhaps too common practice of asking about unimportant things little likely to be known, or of giving prominence to details best left in books, to be sought there when wanted,—in other words, he does not ask "catch questions."

One of the things often urged against the efficiency of examinations in general, is the fact that many pupils have a happy faculty for "getting up" just what is required shortly before the examination. It is said that they derive no benefit therefrom. No doubt there are such pupils, and, more than that, there are teachers who, having, as it were, made a special study of the chances of examinations, are able to "get up" a whole class for the ordeal, and have them pass with flying colours. But this is not altogether the fault of the examination; and even this aptitude is not without its value, for it shows a power of acquisition and retentiveness not to be entirely overlooked.

In spite, then, of all that can be said, not without some truth, to the contrary, examinations are valuable in at least three particulars. First, they act as stimulants to the doing of good work, though, of course, a danger lies here that scarcely needs pointing out. Second, they set a standard which may serve as a guide to a conception of what learning really is; hence that standard must not be too low. Then, most important of all, they incite the pupil to learn how best to produce his acquired knowledge, and how to express himself in a correct and logical manner.

## CALISTHENIC EXERCISES.

BY KATE E. COLE, ST. HYACINTHE.

*(Continued.)*

**BAR-BELL EXERCISE.**—In most of our school-rooms the space is either so limited or else so hampered by desks, etc., that bar-bell exercises are not found practicable. I have thought well to insert one here, however, as it is very taking whether performed by boys or girls at a school exhibition or entertainment of any kind.

**Position.**—Hold the bar-bell with two hands firmly, across the chest, elbows raised a little above the bar-bell.

**1ST EXERCISE.**—1st movement. Thrust downwards until arms are perfectly straight and bring back to position (4 times).

2nd movement. Thrust out to front until arms are perfectly straight and bring back to position (4 times).

3rd movement. Thrust arms upward till they are straight and parallel and bring back to position (4 times).

4th movement. Same exercise alternately down, out to front, up, out to front (twice).

**2ND EXERCISE.**—1st movement. Charge to left-front stepping out with left foot, bending knees, and swinging bar-bell so that the end of the bar-bell nearest to which is the right hand will point to the left-front corner of the room, then step back to position, allowing arms and bar-bell to drop (4 times).

2nd movement. Charge to right-front, stepping out with right foot, bending knees well and throwing up arms so that the end of the bar-bell nearest to which is the left hand will point to the right-front corner of the room, then step back to position, allowing the arms to drop (4 times.)

3rd movement. Charge in like manner to left-back, looking towards the corner to which you charge (4 times).

4th movement. Charge to right-back in like manner (4 times).

5th movement. Charge alternately to left-front, right-front, left-back, right-back, using arms as before (twice).

**3RD EXERCISE.**—1st movement. Without bending the arms, raise them until the bar-bell is parallel in front of the chest.

2nd movement. Raise the arms till bar-bell is held as high as possible above the head.

3rd movement. Lower the arms till the bar-bell is again parallel to chest.

4th movement. Drop bar-bell to position maintained in commencing the 3rd exercise. Repeat movements 1, 2, 3, 4 alternately 4 (times).

4TH EXERCISE.—Set the bar-bell on end on the floor just far enough to the left-front so that it may be reached by the toe of the left foot when a step is taken.

1st movement. Hold bar-bell firmly with the left hand at the same time stepping out until the toe of the left foot touches it, then step back to position (4 times).

2nd movement. Change the bar-bell to the right hand and make similar motion with the right foot towards right-front corner (4 times).

3rd movement. Similar movement towards left-back corner (4 times).

4th movement. Similar movement towards right-back corner (4 times)

5TH EXERCISE.—Arms dropped holding bar-bell firmly.

1st movement. Swing bar-bell up with both arms kept parallel as far as possible to the left.

2nd movement. Swing arms and bar-bell up to the right. Repeat movements 1 and 2 alternately (8 times.)

6TH EXERCISE.—Hold bar-bell firmly against the chest.

1st movement. Jump from the floor on the first beat of the music.

2nd movement. Drop down to floor, crossing left foot slightly over and in advance of right.

3rd movement. Again jump from floor.

4th movement. Drop down to floor, this time crossing right foot over and slightly in advance of left. Repeat movements 1, 2, 3, 4 alternately (8 times.) In this exercise be careful not to cross the feet last time, but drop with heels together, toes turned outwards.

7TH EXERCISE.—Hands above the head holding bar-bell firmly.

1st movement. With arms extended descend slowly until the bar-bell touches the floor. Descend during 8 beats.

2nd movement. Ascend during 8 beats till the bar-bell is above the head arms extended. On the last beat bring bar-bell to the shoulders behind the head.

**8TH EXERCISE.**—1st movement. Step out gracefully to the front with the left foot, toe well pointed and heel high from the floor (4 times).

2nd movement. Step out in like manner with right foot (4 times).

3rd movement. Step out alternately with left and right (4 times). This exercise is put in in order to rest the arms.

**9TH EXERCISE.**—Arms above head. 1st movement. With one motion bend the body till the bar-bell is opposite the chest, head between the arms.

2nd movement. Again bend till the bar-bell is opposite the knees.

3rd movement. Raise arms and body till the bar-bell is again opposite the chest.

4th movement. Raise arms and body till bar-bell is above the head. Repeat movements 1, 2, 3, 4 alternately (4 times).

**10TH EXERCISE.**—1st movement. Charge to left-front, stepping out with left foot and bending knees, at the same time raising the arms until the bar-bell is above the head. In this exercise keep the arms perfectly parallel. Do not twist them as in exercise 2. Step back to position, heels together, arms at sides.

2nd movement. Charge to right-front in a similar manner (4 times). Similarly charge to left-back corner (4 times). Charge to right-back in like manner (4 times).

5th movement. Charge in like manner alternately to left-front, right-front, left-back, right-back (twice).

**HOOP EXERCISE.**—This is a pretty exercise if well done, and, as it is not lengthy, is well suited for an entertainment or exhibition.

Two small hoops, such as may be obtained from a small keg, will answer the purpose nicely, when covered so as to match the costume. One hoop to be firmly held in each hand.

**1ST EXERCISE.**—1st movement. Throw the arms up from the sides until the hoops are parallel above the head.

2nd movement. Let hoops drop to sides (8 times).

**2ND EXERCISE.**—Arms raised to a little above the waist.

1st movement. Throw arms forward till hoops are parallel and close together.

2nd movement. Thrust arms back to sides. Repeat movements 1, 2 alternately (8 times).

**3RD EXERCISE.**—1st movement. Charge to left-front,

stepping out with left foot, bending knee and at the same time raising the hoop until opposite the face and looking through it; then step back to position and dropping the hoop to the side (4 times).

2nd movement. Charge to right-front, raising right arm till the hoop is opposite the face, looking through it, then stepping back to position and dropping the hoop to the side (4 times).

3rd movement. Charge to left-back in like manner (4 times).

4th movement. Charge to right-back in like manner (4 times).

5th movement. Charge alternately to left-front, right-front, left-back, right-back, using hoop as before (4 times).

4TH EXERCISE.—1st movement. Raise the two hoops and with their edges touch the top of the head.

2nd movement. Touch two shoulders similarly.

3rd movement. Touch two hips similarly.

4th movement. Bend body sufficiently to touch the floor with the edges of hoops. Repeat movements 1, 2, 3, 4 alternately (4 times).

5TH EXERCISE.—Move arms towards the front and swing them right round (8 times).

6TH EXERCISE.—1st movement. Make a graceful curve with left arm until the hoop touches the forehead lightly as if saluting the audience, at the same time putting out the left foot with the toe pointed and the heel high from the floor, and bending the body gracefully. Then step back to position, letting the arm drop with a graceful outward curve (4 times).

2nd movement. Similar motion with the right arm, foot and hoop (4 times).

3rd movement. Same motion alternately with the left foot, then the right (4 times).

7TH EXERCISE.—Raise the hoop in the left hand until it is higher than the head, without bending the arm, and at the same time bend the body towards the right and look up at the hoop in the left hand.

2nd movement. Raise the right arm, at the same time lowering the left, bending the body towards the left and looking up at the hoop in the right hand. Repeat movements 1, 2 alternately (8 times).

8TH EXERCISE.—Allow the hoops to rest on hips, make

a quarter revolution to the left, using feet as a pivot on which to turn another quarter revolution until facing the back. Another quarter revolution until the face is towards right-hand side of the room. Quarter revolution back to front. Repeat, thus making two complete revolutions, then reverse movement to right-back, left-front, making two more complete revolutions.

9TH EXERCISE.—1st movement. Curve the left arm until the hoop touches the top of the head, then drop the hoop to the side (4 times).

2nd movement. Curve the right arm until the hoop touches the top of the head and drop the hoop to side (4 times).

3rd movement. Same movements alternately, left arm ascending while right descends, and *vice versa* (4 times).

4th movement. Same movement with the two arms ascending and descending gracefully together (4 times).

1ST EXERCISE.—1st movement. Gracefully move left hoop as if to touch the lips, at the same time slightly inclining the body (4 times).

2nd movement. Move the right hoop in like manner (4 times).

3rd movement. Same alternately left and right (4 times).

### Editorial Notes and Comments.

A SUMMER SCHOOL is to be tried as an experiment by Principal Dresser of St. Francis College, Richmond, this year, as mentioned in the last RECORD. It ought to be a success. Richmond is a delightfully beautiful place in summer viewed from the hill upon which the college stands. The college building itself will furnish accommodation for all the students that will attend, and board will be provided at reasonable rates. The important part of the matter is the fact that the instructors are specialists in their several branches and have had successful experience in teaching. The courses are physical geography and practical geology by Principal Dresser, B.A., botany by Prof. Honeyman, B.A., drawing and painting by Miss Cairnie, and conversational French by Prof. de Bellefontaine. These are good courses for our teachers.

An institute will be held in Richmond, beginning on the 30th of June and lasting four days. The summer school



will open the following week. It is to be hoped that many of the teachers who attend the institute will go prepared to remain for the summer school. Principal Dresser will send a circular of information to any enquirer.

MARTHA'S VINEYARD summer school is one of the oldest and best known in America. Many of our most progressive teachers have attended it to the great advantage of themselves and their schools. The fact is, the teacher cannot afford to stand still. If he does, his stagnation is apparent to everybody, except himself of course. In other professions men are dealing with men, with intellectual equals. They have to be alert and ambitious in order to hold their own. The intellectual struggle keeps the mind fresh, active, keen and strong. The teacher deals with immature, not to say inferior, minds. He is *facile princeps* in his little world. He needs stimulus that his mind does not naturally get. Hence the summer school is a necessity for many, and an advantage to all teachers. See the announcement in this number of the RECORD on the advertising page, and ask yourself whether you can afford to stay away.

—THE June examinations will be with us once more before another number of the RECORD will have appeared, and teachers of the Superior Schools will be once more in the midst of their anxiety as to the results. The success of these examinations depends upon the manner in which they are conducted, and now that most of the deputy-examiners have come to know the minutest details of the routine, there is within view the possibility of having everything done in order. In conducting an examination of this kind there is no possibility of an irregularity escaping the notice of the pupils, and this in itself should be one of the strongest of reasons why everything in the shape of an avoidable irregularity should be discountenanced by the teacher, who, it ought to be understood, continues in charge of the discipline of his or her pupils during the days of the examination as at other times. But there is just as little chance of irregularities escaping the notice of the authorities at Quebec. The countenancing of irregularities, directly or indirectly, creates a nervousness among those taking the examination which readily enough reveals itself in the written answers. Indeed all the examiners are agreed that the school that always comes out best in these circumstances is the school where pupils answer the questions out

of the fulness of their knowledge, and in which everything is done with an eye to the "honesty that is the best policy." It is a foolish thing also for any teacher or deputy-examiner to criticise the questions in presence of the pupils before the examination is over. A nervous teacher, who is fond of frowning at the originality of certain questions, is sure to make his pupils nervous. There is but one legitimate criticism in such cases, and the query which helps the teacher to it refers to the scope. "Is the question within the scope?" should always be asked as a preliminary in such cases. To accuse the examiners or examination papers of unfairness simply because a pupil fails to take as high a standing as the teacher expected, is the height of folly, and all the more so since the experienced examiners who have charge of these examinations never miss, it is said, giving the pupil the benefit of the doubt. In speaking of these examinations, it may be said that the improvement in the work done is simply marvellous, and those who would say that the process of testing the schools in this way is a pernicious one, would do well to examine the results before stereotyping their opinion.

—FOR the information of our readers, we give here the substance of a circular issued in connection with the approaching meeting of the National Educational Association.

The annual meeting of the National Educational Association of America will be held this year in Buffalo, from July the 7th to July 11th. The teachers of the continent are, as far as has been heard from, delighted with the selection of Buffalo; while the teachers of the Dominion of Canada are satisfied that no better place could be selected for their convenience. Situated at the foot of the great lakes and in the immediate vicinity of Niagara Falls, Buffalo is easily approached by boat as well as by rail. Its railroad facilities, embracing 26 terminal lines, are greater than those of any other city on the continent, Chicago alone excepted. No city is increasing more rapidly in population and commercial prosperity than Buffalo. It has nearly 350,000 people, fine schools and churches, a residence section that is almost unequalled for beauty and attractiveness, and more miles of paved streets, so agreeable for driving and bicycling, than any other city in the world. Niagara Falls are not far away. Chatauqua is near at hand, while the most interesting excursions have been arranged for in

the Adirondacks, along Lake Champlain, among the Thousand Islands and down the St. Lawrence Rapids. The Grand Trunk, the Intercolonial and the Canadian Pacific Railroads will sell round tickets for one fare, while the committee on hotels and entertainments will look after the personal comfort of all members on their arrival. The meeting promises to be one of the most interesting ever held. Among the speakers will be Dr. Harris, Commissioner of Education; Dr. Stanley Hall, of Clark University; Prof. Wilkinson, of Kansas; Superintendent Hughes, of Toronto; Bishop Vincent; President A. S. Draper; Bishop Spalding; Dr. Harper, Quebec; Principal Sheldon; Prof. E. N. Calkins and others. Circulars can be obtained from James L. Hughes, Toronto, J. M. Harper, Quebec, or N. C. Dougherty, Peoria, Ill., President of the Association.

—THE Rev. Donald Macrae, D.D., has accepted the position of Principal of Morrin College, Quebec. The college is to be heartily congratulated on this appointment, and all interested in the educational life of our province will join in welcoming the new principal who is shortly to come amongst us. Every one who is acquainted with Dr. Macrae predicts much prosperity in the future for Morrin. One of the local papers, speaking of him, says: "He is a very clever man, and one better fitted for the position of Principal of Morrin College could not have been found in the whole Dominion." And another remarks that "he has fairly earned, by long and faithful service in the ministry, whatever advantages attach to his new position, and those who know him best are of the opinion that in this new sphere of labour he will develop qualities of the greatest value, which have remained comparatively dormant while he has been engaged in pastoral work."

Dr. Macrae is a native of East River, Pictou, and received his education at Aberdeen and Edinburgh Universities. He was for twelve years pastor of St. Andrew's Church, St. Johns, Newfoundland, and has been, since 1874, in charge of St. Stephen's Church, St. John, New Brunswick. The EDUCATIONAL RECORD welcomes the Principal of Morrin College to the Province of Quebec.

—IN a discussion, by a contributor to the *Educational News*, of the relations which, in a proper state of affairs, should exist between parent and teacher, the following paragraph seems to strike a true note: "The wise teacher,

however, knows that honesty, Christian charity and earnestness in her work cannot fail to win the respect such qualities merit, and will not hesitate to express her sincere opinion. A frank, kindly criticism given by a teacher upon whose judgment the parents rely, will carry weight with it, and well-earned praise from her will be appreciated. Her influence for good will be in exact proportion to the confidence and respect of her patrons. To gain these she must be in touch with the people about her. Not only is this true in respect to parents of the children in the primary and grammar grades, but in the high school as well."

—THE *School Journal* reproduces from a lecture by Horace Mann on "An Historical View of Education," this well rounded sentence concerning the duty of the common school:—"As educators, as friends and sustainers of the common school system, our great duty is to prepare these living and intelligent souls; to awaken the faculty of thought in all the children of the commonwealth; to give them an inquiring, outlooking, forthgoing mind; to impart to them the greatest practicable amount of useful knowledge; to cultivate in them a sacred regard to truth; to keep them unspotted from the world, that is, uncontaminated by its vices; to train them up to the love of God and the love of man; to make the perfect example of Jesus Christ lovely in their eyes; and to give to all so much religious instruction as is compatible with the rights of others and with the genius of our government,—leaving to parents and guardians the direction, during their school-going days, of all special and peculiar instruction respecting politics and theology; and, at last, when the children arrive at years of maturity, to commend them to that inviolable prerogative of private judgment and of self-direction, which in a Protestant and a democratic country, is the acknowledged birth-right of every human being."

### Current Events.

—AN important announcement was made at the last convocation of McGill College, when Sir Donald Smith spoke of his intention to carry out immediately his idea of a women's college in connection with McGill.

—It is said that "after June, 1901, a degree from a re-

cognized college or scientific school will be required from all the candidates for admission to Harvard Medical School. Johns Hopkins stands alone at present among American universities as making this requirement." This seems to indicate that there is another way of overcoming the difficulty which the authorities of McGill have attempted to deal with by combining the two courses of Arts and Medicine. It will perhaps be found better in the long run to compel professional students to take an academic course than to coax them to do so.

—FROM an exchange we learn that at least some of our educational institutions are beginning to realize the danger likely to flow from the incroachments made by "athletics" on the more legitimate work of the students. *The Educational News* says that "Harvard University has a Faculty which believes in holding its students to their primary work. It has had enough of athletic and musical dissipation. It recognizes the advantages of physical exercises upon the campus and of glee singing in its proper sphere, but it does not favour roving excursions on the part of its young men at the sacrifice of time that ought to be devoted to study. It is to be commended for its courage in its rulings upon these points. Athletics and amusement have their place in college life, but they must not be made an end. Students go there for mental culture and training, not for amusement, and they must be held to this dominant idea."

—Mrs. Pauline Agassiz Shaw, of Boston, who established at her own expense the kindergarten system of Boston, has expended \$344,579 on kindergartens. Her father served the world in science. Her husband has unearthed millions of gold and silver, but she is doing more than both.

—THE School of Pedagogy at Buffalo is planning a kind of work in its Summer School which has not heretofore been attempted in summer schools, at least not on the same scale. The afternoon sessions are given entirely to discussion, and the fifteen or twenty instructors, instead of dividing up and going to different class-rooms, unite with the entire body of students to hold a pointed discussion on important pedagogical questions. A leader has been appointed for each afternoon. The school will last two weeks, following immediately after the N. E. A. meeting, and the leaders for the ten afternoons are the following: Nicholas Murray Butler, of Columbia College; Charles de Garmo, of

Swarthmore, Pa.; W. S. Sutton, Superintendent of Houston Schools, Texas; M. V. O'Shea, of the School of Pedagogy, Buffalo; William James, of Harvard; C. A. McMurray, of the State Normal, Normal, Ill.; J. W. Jenks, of Cornell University; John W. Cook, of the State Normal, Normal, Ill., and F. M. McMurray, of the School of Pedagogy, Buffalo. The entire afternoon of each day will be devoted to one topic. No lectures will be given or papers read, but on each afternoon the views of the leader on an important subject, will be expressed in the form of short theses, numbering from six to twelve, and these latter will probably be printed so as to be distributed at the beginning of each session. Among the subjects that the different instructors will have for the afternoon discussions will be: The Essentials of Good Character; The Relation of Child-Study to Practical Teaching; Isolation vs. Unification of Studies; The Culture Epochs in Education; and the Established Laws underlying Teaching.

—DISSATISFACTION has arisen, according to an exchange, with the principal of one of the public schools of Milwaukee, Wisconsin; it is traced to parents whose children have been chastised. The *Sentinel* says: "The most satisfactory outcome of the difficulty would be the entire discontinuance of corporal punishment in the public schools. Such action would surely reduce the friction between school teachers and parents, while it would prevent any possible abuse of school children by excitable teachers. There may be salutary advantages in physical punishment for some unruly children, but these are more than counter-balanced by its misapplication in other cases."

—FROM Somerville, Massachusetts, comes the news that the school board does not intend to employ teachers unless they will remain in the employ of the city until the close of the school year, except they shall resign by reason of professional advancement or by causes entirely beyond their control. This aims at marriage. The order is intended to prevent marriages during the school year and to avoid the unsettling of the classes.—*School Journal*.

—AN item like the following news-note from an exchange which hails from the United States indicates but too clearly that there is "something rotten in the State of Denmark," across the border, in so far, at least, as some of the institutions for higher education are concerned,—and

the story has not been an uncommon one, especially within the last six months or so. "Eight of the most prominent students in the sophomore class at Dartmouth College, who indulged in 'horning' Professor Foster a few weeks ago, have been separated from the college. Several others were severely censured. And now the class are indignant, and charge the faculty with partiality, as they have not punished others who were equally guilty. It may not be too late for the faculty to give satisfaction on this point. And different college fraternities are holding meetings, and a mass meeting is called, for the purpose of overruling the actions of the authorities. The question arises, whose business is it to govern the college?"

### **Literature, Historical Notes, &c.**

## **CHARACTER BUILDING IN THE PUBLIC SCHOOL.**

BY E. H. WHERRY, B. S.

We are proud of our school system, and, indeed, well we may be, for our public schools stand to-day in the vanguard of the world's great forces for right. But with all of its greatness there are certain lines on which greater and more noble work might be done if the persons to whom the work is entrusted were thoroughly alive to the responsibility of their positions for this work. The great object of our schools is not alone to impress upon the pupil the dry facts and principles set forth in the text-books, but these are only secondary considerations. The first and greatest object is to form the characters of the pupils so that they will be able to apply what they learn in the school-room to the advancement of others and themselves in such a way as to bring about only good results.

A pupil without a noble and upright character may be brilliant as to intellectual pursuits while in school, but in after-life he may be a detriment to the state that spared no effort to make of him an honoured citizen and supporter of right.

The very intellect that was fostered by public instruction may, in time of national distress, turn and rend its benefactor. But this danger can be averted only by the inculcation of the right principles in the minds of the pupils of our public schools.

Never was there a time when more stress was placed on the stability of upright character than at the present ; nor was there ever a time when the school teacher was placed in a more important—though poorly paid—position than at present. But, you ask, how is this character, upon which is staked so much, to be formed in the pupils intrusted to the teacher's care ?

There are many ways, but only a few will be given here. In fact the ones given, if followed, will never fail to bring about the desired result.

First, by your own example. Be satisfied in your own mind and heart that you are endeavouring to do right, and to lead others to the right. Keep this ever in mind, and by your bearing and general demeanour carry with your presence a restraint that is agreeable and commanding, though apparently submissive, and make your general actions bespeak the pure and unselfish motives and inclinations of the heart. These qualities cannot be cultivated so as to appear natural when the motives of the heart and mind are not right, so that they always serve as an infallible guide to true greatness of character.

Second, by commendation of acts showing true greatness observed in the ordinary walks of life. Do not depend upon the anecdotes of great and noble deeds performed by national heroes, but rather take examples from the poor and lowly, or from the lives of natural persons before they reached their high stations in life. Draw your illustrations, as far as possible, from your own school, and impress upon your pupils the fact that acts of kindness and sympathy are always to be commended. Always keep before your pupils the fact that to increase the happiness of mankind is only secondary to directing him to his future welfare, and that the two go hand in hand.

Third, by the disparagement of all that is evil, brutal, unkind, or thoughtlessly cruel. Do this not altogether by direct reference and condemnation, but by contrast with some act that displays greatness of character rather than brilliancy of execution. Never allow the young mind to be inflamed with a burning ardour for greatness in any line till the desire to become firm and true in character has become dominant. Teach him that the tormenting of a homeless dog, the robbing of a bird's nest, or the wanton destruction of animal life only lowers him in the scale of



existence, and implants in him morbid desires that lead only towards his ruin.

Fourth, refer to deeds of true greatness in prominent persons. Tell the stories that best show the character of those whom we delight to honour. Teach your pupils to spurn that which is wrong, or about which doubts are entertained, and lead them to place confidence only in those things which have upon them the unmistakable stamp of right.

These few hints are given by one who has had experience in the school-room, in the hope that some one who is now struggling to advance the greatness of our future citizens, may be encouraged and helped by reading this article. This is written not with a view of making the requirements of school-teachers more numerous, nor to lower the standard of intellectual qualifications, but to call the attention of teachers to the wonderful resources that they have and to the results of properly applying these resources to the greatest work entrusted to man—that of *character building*.  
—*Normal Instructor*.

—SCHOOL-ROOM VENTILATION.—Mr. Tice writes in the *School Journal* about this subject, and says that pure air consists of about one part oxygen and four parts nitrogen. Without oxygen we should die in a very few minutes. An adult breaths about eighteen times a minute, and about twenty cubic inches of air pass in and out of the lungs with each breath. Children breathe in less at a breath than adults, but breathe faster and throw off more impurities, in proportion to their size, each one during school hours throwing off about half a pint of watery vapour.

Expired breath contains four or five per cent. of carbonic acid gas. Each person gives off one hundredth of a cubic foot of carbonic acid a minute. Carbonic acid in large quantities is poisonous both in itself and by taking the place of oxygen. Besides carbonic acid, a person constantly gives off from the lungs and skin organic matter, which is an active poison.

In small quantities carbonic acid is not very harmful. But the amount of other offensive and dangerous impurities increases with the amount of carbonic acid, so the carbonic acid is taken as an index of the impurity of the air.

The immediate effects of foul air are languor, headache, dizziness, nausea, drowsiness, faintness, swooning, and,

after a few hours, in severe cases, death. The continued effects of improper ventilation are a general weakness of the system and the presence of or a tendency toward a host of dangerous diseases. It must be emphasized that the full effects of bad ventilation do not show till the end of a period ranging from one to ten years after exposure.

School-rooms should have at least fifteen square feet of floor space and at least two hundred cubic feet of air space for each pupil. Not less than thirty cubic feet of fresh air a minute should be admitted for each pupil. Air containing one per cent. of carbonic acid will cause headache and other bad feelings; two per cent. may cause insensibility; and from three to five per cent. may cause death.

Foul air can generally be detected by its close bad smell, or by the flushed faces and listless looks and actions of the children. Teachers should occasionally pass for a moment from their rooms into the pure air of the halls. On returning, the state of purity of the air in their rooms can be judged.

The exact amount of carbonic acid in the air can be tested in about a minute easily, and without cost. Shake up about a tablespoonful of slacked lime with about a pint of pure water. Let it stand an hour or so till the lime settles, then pour the water, now lime-water, carefully into a bottle having a good stopper. Pour a little of this water into a glass and blow the breath into it through a straw or tube. The water becomes oily, or cloudy, from the carbonic acid in the breath.

Get three bottles. Let number one hold eight ounces of water, number two hold four and four-fifths ounces, and number three hold three and one-half ounces. Fill all the bottles with water and empty them to drive out the air; then fill them with the air to be tested. Pour a half ounce (a tablespoonful) of lime-water into bottle number one, and shake it. If the water stays clear, the air has less than 8 parts in 1,000 of carbonic acid and is fairly pure. If it clouds, there is more, so use bottle number two in the same way. If the water stays clear, there is more than 8 but less than 14 parts in 1,000 of carbonic acid. If it clouds, there are at least 14 parts in 1,000 of carbonic acid in the air, and it should be purified. But first, if you wish, try bottle number three. If the water stays clear, the air has more than 14 but less than 20 parts in 1,000 of carbonic acid. If it clouds,

the air has at least 20 parts in 1,000 of carbonic acid and is dangerous.

Bottles of the exact size wanted can be got at a trifling cost from the publisher, C. W. Bardeen, Syracuse, New York. Or one could take larger bottles, and partly fill them with some substance, so that they would hold just the right quantities.

A small bottle of some odourless and harmless deodorizer and disinfectant (such as bromo-chloralum) is a good thing to have in a school-building. Any druggist will sell enough for from ten to fifty cents to last months or even years. A small quantity diluted with water, sprinkled or sprayed on the school-room floor, or wherever there is a bad odour, will make the air more agreeable and healthful. But the best way is to remove the cause.

See that the air in your room is not made bad by gas escaping from coal stoves or gas-pipes, by chalk-dust or other dust, or by dampness and mustiness from the cellar or other space under the building.

If there must be a choice between foul air and a draft of cold air, remember that the injury from the draft is likely to be the greater.

Require pupils to go out into the pure air at the recesses and the noon intermission. If a pupil fails to do his work because stupefied by hot or foul air, do not keep him in through the recess and compel him to continue breathing the same air.

### **Practical Hints and Examination Papers.**

#### **SPRING STUDIES FOR ELEMENTARY CLASSES.**

**THE TREE.**—All winter long we have been watching for our friend, the giant Heat. We have felt his breath and seen his work; himself we have not seen. He has cooked our food and kept us warm. It is he that turns water into steam for the engines. We have found carbon in many things by his help. He has produced chemical changes for us in the school-room. Even the strong metals expand for him and change shape. How much work he does, and such wonderful work! He is in our air now. The thermometer shows how much work he is doing to warm us.

The snow has melted into water. Part of that water has

made little rivers for us. The little rivers are muddy because they carry soil with them as they go. They are our good friends, these little rivers. We sail our playboats on them while they last. Ice and snow soon melt, then our rivers leave us and our boats never reach the sea.

All this is in spring-time. We like the spring as we liked the winter when it came. What about the things that grow? What does the spring do for the wind and plants and animals? Here is our tree. Has spring changed it? Its roots must feel different since the frost has left the ground. The rootlets can go to work again now. The water is free and can give them food for their tree. These tiny rootlets do great work for the tree. They reach out into the soil and take what food is good. It is the buds that need the food. They get it from the rootlets. It travels up to the buds through the trunk of the tree and through the branches.

We sometimes like to take part of the tree's sap in the spring. The maple sap gives us sugar. Do you know about the pine tree's sap, and the india-rubber tree?

The buds have slept through the cold of winter. The kind leaves cared for them, then bade them good-bye. They have been safe under their scales. Such tiny things they were. We should not have known they lived if we had not opened them and found them green.

Now has come their time to grow. The warmth of spring swells them. They draw the fresh sap from the busy rootlets. Soon they will be leaves, branches, perhaps, and do their work for the tree.

What a strong trunk our tree has! It is strong enough to hold all the new leaves and buds far up into the light and air. We borrow the strength of the tree to build our houses and ships. It is the work of the tree that gives us wood.

Every year the sap travels up through the tree to feed the new buds. As it does this, it builds a new ring of wood in the trunk of the tree. So the trees tell their own ages. Some have had twelve hundred rings. We can only know the tree's age by cutting it down. Then we can see the pith in the centre of the trunk. Around that we find the hard, dark heart-wood which is dead. Outside of that, in rings, is the sap wood, which will some day be like the heart-wood. Between the wood and the bark is the tender

growing part. There the sap is flowing. It is busy making a new ring of wood and a new lining for the bark.

The tree needs its bark for protection. The fresh, new wood could not live under the sun's heat in summer. It would be killed in winter without the protection of the rough bark. The birch tree gave Hiawatha its bark for his canoe. An oak of a warm land gives us a part of its bark every year—it is cork. All bark has what we call a corky part. The lining of the bark is of long string threads or fibres. These are used for making rope and some sorts of cloth. Do you know what linen is?

The beautiful wood which makes the useful thing in our house was once the heart of a tree. Perhaps it was a tree in a far country. A wood-carver knows all kinds of woods.

While we are waiting for the buds to open, the brown twigs can tell us a story. Do you know what it is? Look at the different shades of colour in the twig. The tips of the twig may be more glossy than the lower part. You may find joints in the twig. Those joints will tell you how many years the little twig has been growing. The spaces between the joints show how much sun and rain the tree has had in all the years.—Clara J. Mitchell in *Intelligence*.

—AN article on "Primary Reading and Spelling," by Mrs. Martha Lane, recently appeared in the *Educational News*. As it contains hints which may prove of service to many of our teachers, we reproduce it here at length.

Every primary teacher who feels the inadequacy of the readers furnished for the use of little children must appreciate the difficulty of bridging over the gap between the primer and even the simplest good literature. The child must have a small vocabulary; he must undergo a certain amount of "The fat cat sits on the mat;" but all good teachers agree that this kind of reading matter is with difficulty exchanged for the folk-stories and fables it is so well that our children should read.

My own plan may appeal to some one, and so I give it at some length. As soon as my class has gained a vocabulary of fifty words recognizable in script or type in any combination, I choose a simple fable or story and write it for them in those words which are most familiar to them. The new words I use in separate sentences for class work on the blackboard until their script form is known. Then I print them with my small printing press on strips of card,

board, which are afterwards cut or dissected for individual study. Then, and not until then, are they ready for the story itself. It should be given in printed or typewritten copies preferably to script. Ten or twelve words introducing the vowel sounds found in the lesson may be taken as a spelling exercise, and later the script form of the story or part of it should be copied by the children in books kept for the purpose. Take, for instance, the fable of the monkey and the chest-nuts.

**THE CAT AND THE MONKEY.**—A cat and a monkey were sitting one day by the fire looking at some nuts which were left there to roast. The monkey said to the cat:

“It is plain that your paws were made to pull out those nuts from the fire. See how much your paws look like a man’s hand!”

The cat was so proud and pleased that she put out her paw to reach the nuts, but she drew it back with a cry, for the hot ashes burned her foot. Still she tried again and again and at last she had pulled out four or five nuts from the fire. When she turned to eat them she found that the monkey had eaten every one.

Words for spelling exercise: burn, turn, proud, found, roast, nuts, reach, dear, cry, try, paw, saw.

Sentence building: I saw a monkey eating some nuts. A cat likes to sit by the fire. Do a monkey’s hands look like a man’s hands? When a cat has a rat she is proud and pleased. It is fun to roast nuts by the fire. One day a monkey asked a cat to reach some nuts for him with her paw. What do we mean when we say that some one is a “cat’s paw?”

My spelling class is a very entertaining one. Every morning we read from the chart the alphabet in script letters or in type, naming the letters. “Now, give the sounds these letters make,” I say, and we go through the list again, giving two sounds for each vowel, the hard and soft “c” and “g,” and finishing with “oo” and “ee.” Then follow the other vowel combinations of “ai,” “ay,” “oy,” “oi,” “aw,” “ea,” “ou” and “ow.” Then we spell twenty typical words—the same every morning—that we may be absolutely sure of our paradigms. Here they are: “Man, mane, top, hope, pin, pine, see, may, get, dear, paid, found, cow, look, boot, boil, boy, but, age, ice.” These give us

the principal vowel sounds and are the key to all new words. Thus we have the new word "pound." We spell our typical word "found," change it easily to "round," and the next and final step, though more difficult, is readily taken. Children delight in the rhyming process, and once comprehending the value of the letters will ring the changes on every one of these twenty words. Finally I spell slowly a few words, entirely new each morning, letting the children construct the word. Thus, f-l-a-m-e. "Flame," shouts Walter. "How did you know the 'a' was long?" I ask. "I thought so because the 'e' was at the end," is the answer. A little later we shall study syllables for a few lessons, so that they may not, as did a recent graduate of one of our high schools, divide the word "enough" with the hyphen between the "o" and the "u." Then by the beginning of another year, they will be practically able to resolve any new word into its elements and to pronounce it approximately at least. This is somewhat heterodox, I know, but it has worked well, and I hope before long to see my scheme carried out in a practical primer and first reader.—*The Teacher's World.*

—In connection with the subject of the preceding article, the following "Spelling Exercise," from the *Popular Educator*, may not be out of place:

1. Call attention to several objects and have pupils give their names. If pupils cannot name the objects selected, the teacher should lead them to notice the characteristic of each before giving the name.

2. Papers or blank books are distributed for spelling, and pupils are required to write the date of exercises above the space to be filled with written words. If papers are used, the name of each pupil should be written on his sheet.

3. The teacher writes the name of an object on the board, the pupils observe it a few seconds, and then the teacher erases it, requiring the pupils to write it.

4. When several words have been written, the teacher pronounces and spells the words, each pupil checking misspelled words. The teacher then calls for report of success.

"Those who have all correct raise their hands." "Those who have missed one word," etc.

It is well to break the exercise into three parts, by giving the correct spelling and calling for reports after each third of the lesson is spelled. It is a great encouragement to a

dull pupil to be able to make one report of a perfect list during an exercise.

5. After the papers and books are collected, the teacher calls attention to one of the objects, and then requires a pupil to spell its name orally. The teacher so continues until all the names are spelled.

By this mode every pupil may be led to observe the written form of each word with intense attention; the correct pronunciation is associated with every object, with the written, and with the oral name, and the pupils are led primarily to observe and to write words, though oral spelling is also secured.

In a graded school, all in the room may engage in the written exercise at the same time, even if two grades are in the same room. While written spelling on the physiological side comes by repetition, until the correct manual movement is fixed as habit in the nervous centres, on the psychic side spelling comes by training the pupil to observe quickly and accurately the written form.

—ACCORDING to Superintendent Maxwell, of Brooklyn, the teacher should keep constantly in view four objects in giving a reading lesson: First, to secure accuracy in reproducing what is printed, and distinct articulation; second, to have the pupils discover for themselves the thought or sentiment of what is to be read, as well as the naming of particular words; third, to cultivate a taste for what is beautiful and artistic in literature; and, fourth, to cultivate the child's power of language.

—A PRIMARY HISTORY LESSON. The children (twenty in number) were only seven or eight years old, and I wished much to hear how they would be taught history. The teacher solved the question very easily by telling them the story of Ulysses, to which she joined on, in some way that I did not quite understand, the tale of Orpheus and Eurydice. It was chiefly the latter with which she dealt, and she told it with uninterrupted ease and fluency to a highly appreciative audience. At the close she asked many questions, which were answered in a way that showed that no parts of the story had escaped attention.

I wished to hear what the teacher had to say about teaching little children history; so I asked her whether she called those stories history. Her answer (in which I fully agreed) was that stories of this kind—that is, which excite



the imagination and yet have a sort of historical foundation, and bear historical names—are the only basis you can lay for history-teaching in the case of such young children. “Better,” I enquired, “than even the history of the Fatherland?” “Yes,” she replied, “the history of the Fatherland is too difficult.” I found, in fact, that in this class there was no bothering of little children with dates, which to them could have no meaning, nor exposition of ready cut-and-dried judgment (conveyed only in single epithets) of persons about whom the children knew no facts which could warrant the judgment.

I am quite persuaded that much of our teaching of history to young children is almost immoral, as involving the systematic implantation of prejudices which take deep root, and often produce very undesirable fruits. Dr. Arnold recommended that children should be taught history by means of striking stories told as stories, with the addition of pictures, which would make the interest more varied.—*Joseph Payne.*

—TEACHER'S TEST QUESTIONS.—1. Are the pupils all quietly busy at work?

2. Is the noise in my room the noise of a confusion or the hum of business?

3. Am I interrupted by questions during recitation?

4. Am I sure that the annoyance which that boy causes me is solely his fault; am I not partly to blame?

5. Am I as polite to my pupils as I require them to be to me?

6. Do I scold?

7. Is the floor clean?

8. Am I orderly—In personal habits? In habits of work?

9. Am I doing better work to-day than I did yesterday?

10. Am I making myself useless to the pupils as rapidly as possible by teaching them habits of self-reliance.—*School Supplement.*

### **Books Received and Reviewed.**

[All Exchanges and Books for Review should be sent direct to the Editor of the *Educational Record*, Quebec, P. Q.]

The *Canadian Magazine* certainly improves as it grows older. In fact it has now made itself worthy of the place it occupies in the van of Canadian current literature, and of the success

which, we are told in the last number, has crowned its efforts. The May number has an interesting article on "Charles Sangster, the Canadian Poet," by Dr. E. H. Dewart; an able paper on "The Future of the British Empire in South Africa," by the Hon. David Mills; one on "The Value of All-British Cables," by Danvers Osborn; chapters VII and VIII of Ian Maclaren's novel, "Kate Carnegie," for the securing of which the *Canadian Magazine* deserves much credit.

The *Monist* for April has two articles on Roentgen's Rays, one by Prof. Ernst Mach and the other by Prof. Schubert; a discussion of "The Philosophy of Money," by Edward Atkinson; a paper on "The Dualistic Conception of Nature," by Prof. J. Clark Murray, of McGill; besides the usual quota of philosophical lore by the editor, Dr. Paul Carus, and others.

The *Atlantic Monthly* for May contains, among many other interesting stories, poems, critical articles and book reviews, George Birkbeck Hill's first paper on "The Letters of D. G. Rossetti;" "The Preservation of Our Game and Fish," by Gaston Fay; "Whimsical Ways in Bird-Land," a delicate bird-study, by Olive Thorne Miller. The article of especial educational interest is one on "The Teaching of Economies," by J. L. Laughlin.

We have received from Messrs. E. L. Kellogg and Company, New York, the April and May issues of *The Practical Teachers' Library*, a most excellent series of pamphlets for teachers. The first, entitled "Mother Nature's Festival," is an exercise suitable for Elementary Grades; the second, "An Object Lesson in History," is an historical exercise for school exhibitions; they are both in dialogue form.

THE FLORAL RECORD, by E. C. Sherman, and published by Messrs. E. L. Kellogg and Company, New York, is a clear, simple and most concise classification of botanical terms. These terms are for the most part defined by means of pictures with explanatory notes. Following this classification, throughout the book, on the left hand page, is a blank form for analysis of plants showing what is to be observed, and on the right hand page a place for drawings and a blank at the bottom for a record of the class, family, common and scientific names, where found, and the date. The plan of work outlined in this little book will be found valuable as encouraging independent observation by the pupils. (The price is only 15 cents in cardboard covers.)

SHAKESPEARE'S AS YOU LIKE IT; THE MERCHANT OF VENICE; and A MIDSUMMER NIGHT'S DREAM, edited under the supervision of George Rice Carpenter, and published by Messrs. Longmans, Green and Company, New York and London. We have had occasion in former numbers of the RECORD to praise most high-

ly the series known as *Longmans' English Classics*, and all that has been said of the series applies to these latest issues. They are excellent as text-books or as additions to the school library, their textual "get up" and strong, serviceable binding, recommending them in a special manner. They are far from being expensive.

ENGLISH IN AMERICAN UNIVERSITIES, edited by William Morton Payne, and published by Messrs. D. C. Heath and Company, Boston. This excellent issue of *Heath's Pedagogical Library*, which, we are sorry to say, we have overlooked for some little time, consists of the opinions of "professors in the English departments of twenty representative institutions of the United States." These opinions appeared originally in *The Dial* during the year 1894, and thanks are due to Messrs. Heath and Company for having preserved them in book form. *Heath's Pedagogical Library*, of which, as we have just said, this is an issue, is a splendid series of books for teachers. Many of the numbers which have appeared should be in every teacher's library, and we recommend all to consult Messrs. D. C. Heath and Company's catalogue.

ADVANCED CHEMISTRY FOR HIGH SCHOOLS, by W. S. Ellis, B.A., B.Sc., and published by The Copp, Clark Company, Toronto, indicates an advanced course in experimental chemistry for school classes. Although this subject is provided for by our course of study, very few of our pupils take up the subject; but, in view of the fact that chemistry is compulsory in the first year of the college course, it might be well that more attention be paid to this interesting subject. As far as we can judge, this new text-book, by Mr. Ellis, of the Kingston Collegiate Institute, is well suited to the purpose it has in view, instruction in chemical theory, the elements and their most characteristic compounds, and elementary qualitative analysis.

### Official Department.

INSTITUTES will be held this year in three places, Richmond, Inverness and Aylmer, beginning June 30th. Mr. Parmelee and Mr. Orrin Rexford will be the lecturers in Richmond. Principal Dresser will give three or four lectures on geography, a subject which he, as a geologist, can make specially interesting. Prof. Honeyman will give two lectures on observation lessons, illustrated chiefly from plants. He has made a specialty of botany, and of methods of teaching it.

At Inverness, Dr. Harper and Inspector Hewton will give a course of lectures, the former on education as a practical

developing of the whole being of the child ; the latter on arithmetic and geography ; while Prof. Kneeland and Inspector Parker will work together at Aylmer.

Fuller particulars regarding the subjects will be given in the next issue of the RECORD.

**AUTHORIZED COPY BOOKS.**—There are only two series of copy books on the vertical system authorized for use in the Protestant Schools of this Province. They are Jackson's, published in London, England, and Grafton's, published in Montreal. It is said that another series has been largely introduced into our schools under the impression, on the part of the buyers, that it was authorized. Undoubtedly the publishers have, directly or through their agents, created this false impression and pushed their books in the hopes that authorization would soon come. The fact that there are only two series of vertical writing books for use in our schools should not be overlooked by school boards or by teachers.

THE June examinations begin this year on the 1st of June.

The University Board of Examiners requires all candidates for the A. A. certificate to write in a specially prepared book which may be had from Renouf & Co., St. Catherine Street, Montreal, at two cents a copy. One book is needed for each subject. This was announced last year in a circular letter from the Secretary of the Department of Public Instruction, but as the publisher did not know that the regulation was general, he had prepared only books enough for the City of Montreal, and had quoted them at two cents a copy. He was obliged to make an extra issue, for which he asked a higher rate. He assures the editor of the RECORD that the books may be had this year, in large or small numbers, at the price mentioned. The pupils who write for the second grade academy or in lower grades may use ordinary paper as before.

#### DEPARTMENT OF PUBLIC INSTRUCTION.

His Honor the Lieutenant Governor has been pleased to appoint, on the 4th of March (1896), Mr. Guillaume Poulin, school commissioner for the municipality of Saint Romuald de Farnham, county of Missisquoi, to replace Mr. L. E. S. Choquette, deceased.

25th March.—To detach lots Nos. 7 to 20, both inclusive, and 37 to 63, both inclusive, of the cadastre and book of reference of the parish of Sainte Madeleine de Rigaud, from the school municipality of the "Village of Rigaud," Vaudreuil county, and to annex them to the municipality of the "Parish of Rigaud," same county, for school purposes.

To appoint Messrs. Joseph Crevier, son of Joseph, Orphir Rouleau, Félix Paquin, Eustache Brunet and Jean Baptiste Poudrette dit Lavigne, school commissioners for the municipality of the village of Senneville, county of Jacques Cartier.

27th March.—To appoint the Reverend Father Nazaire Servule Dozois, O. M. I., school commissioner for the municipality of the city of Hull, county of Ottawa, to replace the Reverend Father Ludger Lauzon, O. M. I., who has left the municipality.

11th. April.—To erect into a school municipality, under the name of "Saint Maxime," the parish of Saint Maxime, situate in the counties of Beauce and Dorchester, with the same limits as are assigned to it by the proclamation of the 19th December, 1895; as also the lots from number thirty to number fifty-three, inclusively, of the cadastre of the parish of Saint Bernard, in the county of Dorchester.

This erection to take place on the first of July next (1896).