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Vol. IV, No. 3.

MARCH, 1884.

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THE
EDUCATIONAL RECORD

OF THE
PROVINCE OF QUEBEC,

THE MEDIUM THROUGH WHICH THE PROTESTANT COMMITTEE OF THE COUNCIL OF
PUBLIC INSTRUCTION COMMUNICATES ITS PROCEEDINGS
AND OFFICIAL ANNOUNCEMENTS.

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1884.

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THE
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PROVINCE OF QUEBEC.

No. 3.

MARCH, 1884.

VOL. IV.

DEPARTMENT OF PUBLIC INSTRUCTION.

Proceedings of the Protestant Committee of the Council of Public Instruction.

Quebec, 5th March, 1884.

Which day the quarterly meeting of the Protestant Committee of the Council of Public Instruction was held. Present: The Lord Bishop of Quebec in the chair, Dr. Mathews, R. W. Heneker, Esq., D.C.L., E. T. Hemming, Esq., D.C.L., The Hon. W. W. Lynch, and the Hon. Gédéon Ouimet, Superintendent of Public Instruction.

The minutes of the former meeting were read and confirmed.

The Sub-Committee, to which the petition from the Trustees of the dissentient schools of the municipality of Wendover and Simpson was referred, reported :

“That the Treasurer informed your Committee that the grievance complained of by the Trustees of Wendover and Simpson School Municipality being produced not by the Governor in Council, but by Legislative enactment, the Government cannot interfere, and the Treasurer recommended that a copy of the petition be forwarded to the Member for the County, who is the proper person to obtain redress. The committee had agreed to refer said petition to the sub-committee on school law.”

It was reported from the Department of Public Instruction that the appointment recommended by the Committee had been made to the Boards of Examiners of Stanstead and Gaspé.

The Secretary reported that he had written, as directed, to the Provincial Attorney-General as to legal holidays in Protestant or

mixed schools, but that up to the present time no answer had been received.

The sub-committee on School Law reported progress and asked for leave to sit again.

The sub-committee appointed to confer with the Government respecting a central Board of Examiners for teachers' diplomas, reported :

"That in regard to the central Board of Examiners the Treasurer was of opinion that the scheme would meet with opposition in the Legislature, and that the Government would not meddle with alterations in the School Laws in their first session."

This sub-committee was continued, and to it was referred the whole question of Teachers' Diplomas together with the suggestions on the same by the Secretary of the Department.

The sub-committee appointed on Powers and Prerogatives of the Protestant Committee met and carefully examined the several Acts of Parliament affecting Education, but were not able to finish their labours. They ask leave to sit again.

(Signed,)

R. W. HENEKER,
G. D. MATHEWS.

On motion of Dr. Heneker, seconded by Dr. Mathews, it was resolved, that the foregoing report be received and adopted, with power to the sub-committee to continue their labours.

The sub-committee appointed to confer with the Government respecting the arrears of Marriage License Fund, reported :

"That the Treasurer promised to pay over the Marriage License arrears in the form of Sherbrooke Bonds, when these should be received, and that the Treasurer requested the Protestant Committee to furnish him with a memorandum stating the special object, for which they propose to invest the money."

After some consideration it was ascertained that the Provincial order in Council claiming said arrears of Marriage License Fees from the Dominion Government had determined the use to which the proceeds of the same were to be put. It was resolved accordingly :

That application be made to the Hon. The Provincial Treasurer for the sum of twenty-eight thousand dollars (\$28,000) being the amount received from the Dominion Government, the proceeds of Marriage License Fees paid by error into the Dominion Treasury between the years 1867 and 1873, and that the interest thereon be expended in accordance with the order in Council, dated March, 1871.

The Protestant Committee of the Council of Public Instruction having

heard with profound regret of the death of the late Charles Dewey Day, LL.D., Chancellor of the University of McGill College, and for many years a member of this committee, it was resolved, on the motion of Dr. Heneker, seconded by Dr. Mathews, that they place on record their sense of the great ability and high character of their late colleague, of his great value to the community at large as a high minded gentleman, and of his interest in Education, and in all that affects the welfare of his fellow citizens.

Sundry recommendations as to the filing of papers, &c., drawn up by the Secretary of the Department were read and ordered to be put into the hands of the Secretary.

A letter was read from Mr. Rimer, Secretary of the Board of Examiners, Pontiac, recommending that the Rev. Robert Acton, and the Rev. Thos. B. Connelly, B.A., both of Portage du Fort, be appointed members of said Board of Examiners, Pontiac, in the room and stead of the Rev. Messrs. Motherwell and Robertson, who have left the Province. The Committee agreed to request the Hon. the Superintendent of Public Instruction to recommend His Honour The Lieutenant-Governor in Council, to appoint the above named Rev. Robert Acton and the Rev. Thomas B. Connelly members of the Board of Examiners, Pontiac.

A letter from Mr. L. N. Tucker was read, asking that the College Sabrevois be examined among the "Superior Education" institutions of the Province, but the Committee do not see their way in the meantime to entertain the application.

It was agreed that Kirkdale School be not inspected, as objection has been made by the Board of School Commissioners to its being classed as a Model School, they having no knowledge of the fact.

The committee agreed that the applications to be inspected from the Schools at Hemmingford and at Bryson with a view of their being established as Model Schools be complied with.

The Committee also agreed that the Model School at Bristol be inspected.

The sub-committee appointed to confer with the Government respecting exhibitions to the Quebec High School, reported :

That the Treasurer informed your Committee that he would recommend to the Governor in Council that six nominations to Quebec High School should be placed at the disposal of the Committee for the encouragement of pupils in the Commissioners' Schools in this city, who may be desirous to complete their education in the High School. The secretary was instructed to draw up regulations for appointments to such exhibitions.

Petitions from Inspectors Fothergill, Thompson and Lyster in regard to text-books in Agriculture, &c., were received.

The sub-committee to whom the preparation of an order of business had been referred, recommends as follows:—

First. Reading of Correspondence.

Second. Receiving report on Finances.

Third. Communications from Education Department.

Fourth. Reports of Sub-Committees.

Fifth. Consideration of Correspondence reports and communications.

Sixth. Unfinished business.

Seventh. New Business.

Eighth. Reading of minutes and confirmation thereof.

Signed, R. W. HENEKER,
" G. D. MATTHEWS.

On motion of Dr. Heneker, seconded by Dr. Mathews, it was resolved:—

"That the above report be received and adopted."

Accounts, with vouchers, submitted by the Secretary, were examined and found correct. Balance due the Secretary, \$288.85.

There being no further business the Committee adjourned to meet on Wednesday, the 28th May, or sooner if necessary, on the call of the Chairman.

GEORGE WEIR, *Secretary.*

ELEMENTARY TRAINING IN OUR SCHOOLS.

BY MISS M. A. ROBINSON, MODEL SCHOOL, BRADFORD, ONT.

In these days of highly advanced learning, of High Schools and Colleges, of examinations, and newspapers to tell of the result of these examinations, when the object of the great majority seems not to be to obtain the possession of a store of solid and useful knowledge, but simply to gain a notoriety for superiority, whether merited or unmerited, we are apt to give more attention to that which, apparently, will give the quickest and best returns, to build a fine superstructure, while neglecting to see if the foundation be sound, or in other words to cram and drill the senior pupil at the expense of the junior. It is a fact, that in far too many cases a great part of the educated, as well as the ignorant portion of the population, judge of a teacher's capacity and standing, by the number of pupils he manages to literally shove through an examination. This, it is needless to say, is a very poor criterion, but as it is one very generally accepted, it must neces-

sarily have a great effect on the teacher's plan of working. For, as it is to the senior and most talented pupils that he must look to secure him this reputation, he, of course, is naturally tempted to give an undue share of his time and attention to these not favoured, but favouring few.

Again, there may be another reason for thus neglecting the less advanced pupils. By the time a young man has completed the prescribed course of high school studies and examinations, he has acquired a taste for the higher subjects and a more elevated line of thought. He enters on his teaching career with thought and feeling as far removed from those of the child he is employed to teach as are the branches of the lofty oak from the tiny shoot just springing into existence at its root. And, by this means, we can determine the character of the teacher. It has been said, and justly too, that the teacher's is a noble calling, second only to that of the ministry, but it depends on its followers whether they thus promote its lofty aim, or use it for their personal aggrandizement. If the teacher thinks only of his own selfish ends, and follows whither his desires and sympathies would lead him, he of course gives most prominence to those subjects and classes, that accord best with his taste and experience. Whereas, if he give to the junior pupils, the attention that their wants require, he must be of that self-sacrificing type which our profession demands.

It is a mistaken idea that any one can teach children. If we examine our graded schools, we find invariably that teachers of advanced pupils receive much higher salaries than those of younger ones. And those teachers, as a rule, are better qualified and are better entitled to receive higher salaries. But should this be so? Is it a more difficult matter to teach these advanced pupils, than those to whom the world of knowledge is just beginning to reveal its mysterious depths? The untrained, inexperienced teacher knows but comparatively little of the nature of children, and is, therefore, but ill-qualified to teach them. The instructor of children must understand the order in which the different intellectual powers come into full activity—that first the perceptive powers are awakened, then memory, then reason—and, in order to have success, he must at all times conform to this order in his instruction. He must not appeal to a mental power which is not yet fully awakened, for, in such a case, the mind will be injured, and failure will ensue. Then, one method will not suit all children. The teacher must use different modes of treatment for the varied tastes and dispositions which the children will exhibit.

During the pupils' early years, the aim of the teacher should be simply to awaken a desire for knowledge, and show them how to acquire it, not to cram them with facts, as is too often the case, treating the mind as a remembering, and not as a thinking substance. It is not the number of facts read or expounded, or even remembered, but the power to apprehend these facts and their various relations, which constitutes the ideal of true teaching. We should aim to secure to our pupils as much mental training as possible, so that having aroused their activity of thought, having led them to the source of knowledge, they may drink therefrom, and that they may feel that to their own exertions, will be mainly due their increasing knowledge. And those pupils who on account of poverty, or other misfortune, are obliged to leave school at an early age will have received a stimulus sufficient to excite them to further study, to self-improvement and to love knowledge for its own sake.

The teacher of the newly awakened mind of childhood is he who standing at the fountain-head of a mighty river, holds in his hands the power to effectually dam its progress, to divert it from its natural channel, or to guide it in its just and proper course, while he who is appointed to the post of so-called superior instructor, is like the tributaries which, in their mighty onward course, administer to the wants of the river, but are only subservient to the mighty principle generated in its earlier stages.

But some doubting one may say, "Do not those pupils studying the more advanced subjects, of necessity need teachers that are better educated than those who have not yet mastered the rudiments?" If, by education, is meant a sound professional training, and a thorough insight into, and understanding of, child nature, I answer, yes; but if, as it is meant in the common acceptation of the term, mere literary acquirements, I dissent entirely. If a young man after a thorough course at the High School, and after successfully passing the examinations on the curriculum, has not enough book knowledge to teach the higher class in our Public Schools, he should not presume to enter the profession; and he would be no more successful in a junior division, than in a senior one, unless, as is sometimes the case, he has a great aptitude for imparting instruction. Besides, it is a fact which the observant person cannot fail to have noted, that the best scholar does not always make the best teacher.

Then, again, the pupil in the advanced stages is in a far less degree dependent on the teacher, than is his younger brother. With such a magnificent array of text books, as is supplied for our Canadian

schools, a boy who from his infancy has been trained to search into the cause and effect of everything, not to accept a thing as correct unless his judgment approve of it, will need a teacher's careful guidance only to lead his footsteps onward in his wisdom-seeking venture, lest he turn aside out of the path which he has thus far successfully trodden. But he must not for one moment suppose that knowledge is confined to books, or that it has even its source there. The book is but an artificial reservoir; the fountain, the source, lies outside in the green field of nature. Too often, the pupils are allowed to depend entirely upon the book, the teacher becomes a mere hearer of lessons, and almost the only faculty of the child which is called into play is that of memory, while reason and observation are suffered to lie dormant.

This has been true in many cases in the past, but it has been remedied to a very great extent of late years. In most of our Model and Public Schools, the teachers of the higher departments are found to be competent and efficient men, who, by their long course of training and teaching, have become acquainted with the principles that underlie all methods of instruction. They reflect honour on their profession, and do credit to themselves. But, undoubtedly, there will always be teachers of different grades; and this difference will consist more in the professional training, in natural talents, than in literary attainments. Then, let the superior teachers take those positions where the responsibility is greatest, where the influence exerted is most lasting and most powerful, and where, as in the case of elementary training, the methods employed affect, not only the present progress of the pupils, but, to a great extent, decide their whole life career. And, as a matter of course, these teachers who have undergone the best course of training, had the longest experience, and possess the greatest aptitude to teach, should receive the highest remuneration for their services, and vice versa.

Of course, to accomplish all this, although some of our leading educationists have given utterance to these same ideas, still, public opinion must, in this particular, be to a vast extent revolutionized; but reform is a watch-word of our generation, and results wonderful and unexpected are daily being realized. The whole system of education is making progress, notwithstanding the many obstacles it has to encounter.

And the inevitable result of this reform will be the enlightenment of the masses; for when the individual realizes that he possesses

within himself the power to build up his own education, and that for it he is not dependent on ulterior circumstances, we shall see the population at large become a thinking, reasoning people, who shall follow the dictates of their judgment, rather than be guided by impulse and prejudice.

And this, in the language of Shakespeare, is "a consummation devoutly to be wished." For, on the cultivation of the intellectual faculties, coupled with the harmonious developement of the moral nature, depends, to a vast extent, the true and lasting prosperity of the state. Though the country's coffers overflow with wealth, though her resources be unlimited, and her people rejoice in the blessing of liberty, however salubrious her climate, and fertile her soil, yet, if the people who throng her cities and who cultivate her farms, be lacking in those qualities that ennoble and refine, all her advantages, both physical and political, will not elevate her to the true dignity of national greatness.

So, as it is the people who must exalt a nation, of what immense importance is it, then, that the masses be educated. Then let us devote ourselves to our work with renewed energy, and patriotic zeal, let us employ every means in our power for the attainment of our grand and noble aim, resting assured that, by the thorough education of the youth of our land, we are laying the foundation stone of our future greatness.—*Educational Monthly.*

THE BEST METHODS OF TEACHING SPELLING.

Read before the Educational Conference of Friends, at Philadelphia.

BY LUCRETIA MITCHELL.

The matter of teaching spelling has never given me much anxiety. I have often wondered what all the turmoil and worryment that I have seen in school was about; why there should be so much fear lest the child may not be able to spell all the words he knows how to use. I wish I could write forcibly on this subject all the things that I could spell. In looking over the requirements of the public schools of Philadelphia, in this matter of spelling, I have found that 8,800 words are expected to be memorized, by children between the ages of seven and twelve. How did it ever come about that any set of wise heads should consider such a vocabulary as that necessary for the wants of a child twelve years old, or should think it advisable to invest so much capital in stock not yet needed?

This wrestling with the spelling-book has seemed to me one of the saddest things I have seen in the schools of the ward where I have lately had my attention directed. The tired face of the overworked teacher, as she examines and marks the papers of a large division, the spiritless manner of the pupils over the uninteresting task of laying up words for future use, all point to the cruelty of the plan.

In looking back over my work, I conclude that my equanimity in regard to teaching spelling may come from the fact that it has generally been my good fortune to deal with children before they have been tampered with in reading or spelling. I have known it is true, two or three very stubborn cases of bad spellers, but I was not acquainted with the early conditions of their development, and I have always taken it for granted that the difficulty lay not so much in no teaching as in bad teaching. Every teacher knows the difficulty of cure, the almost hopeless task of effacing wrong impressions from the mind of a pupil, and every teacher has her own theory, perhaps, and her own methods of assisting her charge out of the dilemma. Much of this has to be done, and I do not know that I have any suggestions to offer whereby the task can be made easy; but the interesting work to me is the looking up of devices by which a prevention of this discouraging state of things may be found. My experience is not great, nor does it date over many years of teaching, so that I cannot reflect upon any sad failure of my plan to throw me into a terror of defeat. My work is with children fresh from the kindergarten; with children who have learned how to see, and of that class I shall treat with you. It seems to me that such children, left entirely to themselves with their reading book, would more naturally learn to spell correctly than incorrectly; at any rate I would rather risk it than have them prematurely waked up to the analysis of words. From their reading books they would get impressions of words in their correct form only, and if they are never asked to spell a word or write a word until they have become thoroughly acquainted with it by sight and by use in speech, and are never allowed to hear their neighbours spell it wrong in class or see it wrong on the black-board, why not hope for a correct impression in their minds, rather than indulge a dread that they will see it wrong. It is well to have great faith in the child's power of sight, and to let spelling of words bravely alone until you have procured tolerable reading.

Then comes the time to begin to find what the child has seen about the words besides seeing them as a whole. This is a delicate matter. There are many devices which may present themselves to the teacher, if she be thoroughly imbued with the importance of this step.

I call it getting well acquainted with words. I say, now we know Mr. so-and-so when we meet him on the street, but let us look so sharply at him that we can go to the black-board and make a picture of him, taking, perhaps, the simplest word in the reading lesson. Do you see him? Look at him. Now who *knows* that he can go the black-board and put that word on it, just as perfectly as it is written here in this nice lesson? Little hands fly up and all are eager, but if there is any fear that a wrong form may be written, I make myself certain before the venture, by calling out the sentiment of the class; we pronounce slowly, we talk about the sounds, the length of the word, whether it is a plain looking word, whether it has any i's in its head, whether it has any tall letters, whether it walks on stilts, etc., and the child is wild to put it on the board; the class agree, and we take up and make the acquaintance of another word. Now this is a good step in spelling, and no teacher should allow her ambition for her class to run beyond the accomplishing of the words her children have already met with, and have understood in their reading lesson. In other words, never give a child a word to spell which he has not seen used.

There are many exercises, as they advance, in reading a sentence, then closing the book and telling all they saw, orally, if they have learned the names of the letters, or by writing on the board, impressing them all the time that it is the good seers who will learn to talk on paper. In this way there is but little difficulty in clearing away all easy words, and in creating a delight in the work. Then there are interesting little exercises in making words, of which "Appleton's Readers" furnish excellent suggestions.

There will always be every variety or shade of talent on this matter of seeing, but nevertheless the slowest one must see and the teacher must see that he *does* see. Teach a child to know, when he does not know how to spell a word; teach him never to write a word that he is not positively sure of, and he will become exceedingly careful. Now, from this time composition exercises

will furnish all the material for spelling that will be needed for months to come. The desire to compose is sure to come, and in composition all take great delight, if they have been well handled. The child begins to want words to express his thought. He looks at a pretty picture that has been handed him. "Once upon a time," he begins, and up goes his hand. "Mrs. Mitchell, how do you spell 'used to?'" This occurred the other day, and I remembered to have seen, a long time ago, a letter from a girl who had been attending a Philadelphia school, in which she spelled, several times, the word "usto," and I reflected that she had studied spelling a great deal, but had never come across that word, and how could she know how to spell it. So here is an opportunity to show this child. The words are written on the board, he looks at them; they are rubbed off when he is satisfied, and "used to" goes down on his paper, and, I trust, into his memory.

I believe a child learns best how to spell a new word when he wants to use it, and that the wise teacher will continually give him an opportunity to create that want. She will never be able to find so good a spelling-book as her little class will ask her to make, when they are reaching out for words to express their thoughts.

Another child stops to think, and finally asks, "How do you spell coming?" and we all stop to talk about that. It is written on the board, large and plain, and he sees it once and again right, rather than to be allowed to run the risk of getting it wrong, and having a big mark put under it by the teacher, and then being troubled ever afterward, perhaps, to remember whether he had an *e* in it before it was marked, or whether it was marked because he had not put the *e* in. This is possible, and happens often, especially when the marks come thick and fast, and the child is mortified and discouraged over his marred paper. What an enemy to success is discouragement. How the child will dread to-morrow's lesson and fear to write, on account of the marks which will be sure to follow.

I am always pleased when a child asks how to spell a word, for then the way is open to teach it. If he be going to use that word it is full of thought to him, and he will remember how it looks performing the office of expressing that thought, much better than to have it given to him to learn, standing in a line with dozens

of others, bearing no relation to it, and when he is not wanting it nor any of its neighbours.

If there seems to be a craving for a spelling-book, I would let each child make his own, using a copy of any of the approved books, simply as a matter of curiosity, to show my class how some industrious boy had put together all the words he knew how to spell. The rapidity with which this interesting collection would grow would depend entirely upon each child's facility for seeing and producing. This exercise might be indulged in five or ten minutes each day, the teacher keeping the books in the meantime, and giving them out for each child to put down just such words as he is well acquainted with and feels sure he can on any occasion write. This incites close observation, and this is the secret of learning to spell. The child may be encouraged, a little further on, to classify his words, to find out all the parts of a door, all the names of articles of furniture, or articles of food, the names of all the flowers he can remember to have seen, and you will find he can have just as valuable a book as Monroe's Speller, and he has discovered the words himself; and who does not love discovery? I have found it an extremely good plan and great fun to send my pupils, in imagination, to their own homes, to name all the articles contained in their dining-room, library, kitchen or parlor. This calls forth a great variety of material. If the child be told, the day before, what is to be required of him, he will work harder than anybody ever induced him to work over somebody else's compiling. This kind of a spelling-book can always be at hand, and resources are almost inexhaustible. He can write to-morrow the names of all the things he ate for his dinner to-day, with this one restriction, that he be positively sure of the spelling. This, in its gradations, I would do for children before they begin to study much from any text-books. After that I would work on the new words of any lesson under question in much the same way, keeping up all the while composition writing. In this work the pupil learns to do just what he will need to do all his life; no spelling lesson can supply its place. I know a woman, a principal of the primary department of a prominent school in Philadelphia, who taught spelling in all the intricacies of syllabication, for many years, and when she went to Europe she wrote very interesting letters home, but invariably wrote "of" for "have," "would of" for "would have."

Talking with the pencil, as Col. Parker so happily calls it, is the one way to teach spelling, by which we may liberate our pupils from the thraldom of memorizing the spelling-book with its thousands of words.—*Ohio Ed. Monthly.*

THE PRIMER OF POLITENESS.*

POLITENESS AND HAPPINESS.

Dr. Doddridge one day asked his little girl how it was that everybody loved her. "I do not know," said she, "unless it be that I love everybody."

1. How may we make ourselves and others happy?

By practising the *Golden Rule*.

2. What is the Golden Rule?

"Whatsoever ye would that men should do to you, do ye even so to them."

3. What is meant by politeness?

Politeness is another name for good manners.

4. Why should we learn politeness?

We should learn politeness in order to make ourselves and others happy.

5. How do you wish others to treat you?

6. Has any one a right to treat you ill or to make you unhappy?

7. Have you a right to make others happy?

8. Name something that another might do to make you unhappy.

9. Name something that you can do to make some one happy.

10. In what ways may persons receive harm from others?

We may be injured in our persons, our good name, or in our property.

11. How may your person be hurt?

12. State some hurt that might be done to your property.

13. What would be the effect if everybody obeyed the Golden Rule?

True Politeness.

A gentleman in the West, while addressing a Sunday-school, noticed a little girl, shabbily dressed and barefooted shrinking in

* [This excellent little manual on Morals, by Alexander M. Gow, has been referred to in a previous number. It has been prepared to assist parents and teachers, and we propose to reproduce several of the lessons for the benefit of our teachers.—Ed.]

a corner, her little sunburnt face buried in her hands, the tears trickling down her small brown fingers, and sobbing as if her heart would break. Soon, however, another little girl, about eleven years old, got up and went to her, and taking her by the hand, led her to a brook near by, seated her upon a log, and, kneeling beside her, took off her ragged sun-bonnet and, dipping her hand in the water, bathed her hot eyes and tear-stained face, and smoothed her tangled hair, talking in a cheery manner all the while. The gentleman stepping forward, said, "Is that your sister, my dear?"

"No, sir," answered the little girl; "I have no sister."

"Oh, one of the neighbor's children," replied the man. "A little schoolmate perhaps?"

"No, sir, she is a stranger to me. I do not know where she came from; I never saw her before."

"Then how came you to take her out and have so much care for her, if you did not know her?"

"Because she is a stranger, sir, and seemed all alone, with nobody to be kind to her."

14. Repeat the above story in your own language.

15. How does the Golden Rule teach politeness?

16. Why are some persons impolite?

17. How may persons be impolite to us?

By thinking ill of us, by speaking ill about us, and by doing unkind things to us.

18. How may we be impolite to others?

19. How may we make others respect and love us?

By thinking and acting kindly towards them.

Help Each Other.

An old Scotchman was taking the grist to the mill in sacks, thrown across the back of his horse, when the animal stumbled and the sacks fell to the ground. He had not strength to raise them, being an old man, but he saw a horseman coming and thought he would ask him for help. The horseman proved to be the nobleman who lived in the castle near by, and the farmer could not muster courage to ask such a favor of him. But the nobleman was a gentleman also, and not waiting to be asked, he quickly dismounted, and between them they lifted the sacks to the horse's back. The Scotchman lifted his Scotch bonnet, for he was a gentleman too, and said, "My lord, how shall I ever thank you for your kindness?"

“Very easily, John,” said the nobleman. “Whenever you see another man in the same plight as you were just now, help him, and that will be thanking me.”

20. Repeat the above story in your own language.

21. When should we study to know and to practise the rules of politeness?

We should study them at school and at home, and should practise them everywhere?

The Worth of Politeness.

Late one Saturday afternoon two ladies were returning home, when one of them lost a glove. Remembering that she had none suitable for church next day, she proposed turning into—— Street to buy a pair. According to the summer rule the stores closed early; but one door was open, and that was a small fancy and trimming store, which at any other time they would not have visited to buy gloves.

On entering, a modest young girl met them, as she was passing out, and the proprietor stood ready to lock the door behind her. When asked, as a favor, to see their gloves, the young girl, though weary with standing all day, replied very politely, and showed as much patience and willingness to please as if it were in the early part of the day and she fresh for work, or as if the store had been her own.

The gloves were bought, and also some other little articles that lay in sight on the counter, and on receiving the money the young girl said “Thank you,” as if the favor had been one done herself instead of her customers.

When the ladies left the store, one of them said to the other, “That is what I call true politeness; now let’s go there again when we are out shopping.”

Neither had ever been in that little store before, but after that they went there whenever they wanted such goods. They were always met by the same polite and patient desire to please. They mentioned the place to their friends, and they know that they which have added largely to the custom of that store.

22. Repeat the story of the polite young shopkeeper in your own language.

A Lesson to Learners.

When old Zachariah Fox, the great merchant of Liverpool, was asked by what means he managed to secure so large a fortune as

he possessed, his reply was, "Friend, by one article alone, in thou mayest deal if thou pleasest, it is civility."

23. What is meant by civility?

It is only another word for politeness.

24. Is there any reason why we should be polite beside the desire to get rich?

The Boy and his Boat.

A young lad was rowing a gentleman across the Merrimac River. Some boatmen going down the river with lumber had drawn up their boat and anchored it at the place where the boy wished to land. "There!" he exclaimed, "these boatmen have left their boat right in my way."

"What did they do that for?" the gentleman inquired.

"On purpose to plague me; but I will cut it loose and let it go down the river. I'll have them know I can be as ugly as they can."

"But, my lad," said the gentleman, "you should not plague them because they plague you. Because they are ugly to you is no reason you should be to them. Besides, how do you know they did it just to worry you?"

"But they had no business to leave it there; it is against the rules," said he.

"But," said the gentleman, "you have no right to send their boat adrift. Would it not be better to ask them to remove it?"

"The will not do it if I ask them," he replied.

"Well, try it for once. Just run your boat a little above or below theirs and see if they will not favor you when they see you are disposed to be polite with them."

The boy did as he was told; and when the men in the boat saw the little fellow quietly and pleasantly pulling at his oars to run his boat above, they took hold and helped him and gave him all the chance he wished. By being civil and polite himself the boy was unexpectedly treated with kindness and politeness.

25. Repeat the story of the Young Boatman.

26. Which acted with the more wisdom, the boy or the passenger in the boat? Why?

27. Does politeness ever require us to do wrong?

28. May we say or do what is wrong to please any body?

Politeness only requires that we shall do right, as we would wish others to do right to us.

THE MAIN OBJECT.

The schools are for the children. They may furnish an easy respectable mode of earning money for the teachers; but they are wholly for the children. The architecture, the adornments, the sanitary arrangements, the course of study, the length of hours, the records, the punishments are all to be arranged for the highest good of the children. Even the wages that are paid to the teachers are to be looked at from the standpoint of the children.

But is the good of the children the main object? Ask the parents who have been to the school, and see what they will tell you. Let them tell you of the wasted hours, the bad habits, the bad associates, and the small return of knowledge they received for the years spent in the school-room. Ask the children, and let them tell you what goes on, seen and unseen, by the teacher; let them impart to you the real spirit that actuates the teacher and prevails in the school-room. Ask the teachers, and let them tell you candidly whether the knowledge that is obtained by the pupil is a real offset to his effort. Let them say whether there might not be double the acquirement of knowledge and tenfold increase in moral strength. Let them say whether the pupil goes out with a strong and perfect character after spending ten or more years in the school-room.

The main object is too often lost sight of. A round of duties is performed, it is true, but in so mechanical a way that they leave little impression. But some teachers accomplish a great deal; some teachers place before them daily and hourly the fact that the good of the child is the sole thing they are to live for. Like the Roman Emperor, they feel the day is lost when they cannot know their pupils have been benefitted by being in their society.—*First Teaching.*

There are five elements in teaching. Control comes first from power, which is inborn; then there is a personal magnetism. The first element in teaching is good scholarship, competency, which begets confidence on the part of the pupil; second, skill; third, heart power, love for the pupil and love for the work; fourth, backbone, will power,—a good article anywhere, it always tells in a school. Manage a spirited boy as you would a spirited horse; keep a steady line and a still whip. Fifth, good eyes and good ears, soul-sight; a blind teacher is a great disadvantage in the government of children.—*Selected.*

EDITORIAL NOTES.

McGill University—Annual Report.—The Report of the University for the year ending Dec. 31st, 1883, is at hand. It is an interesting statement of a most successful year's work, and we regret that our limited space will not permit of our giving it in full.

There are at present 450 students in attendance at McGill College, 79 at Morrin College, 7 at St. Francis College, and 107 teachers in training at the McGill Normal School. Of those in attendance at McGill College and McGill Normal School, about 400 are persons not residing in Montreal, but attracted to it by the educational advantages offered by the University and its affiliated institutions. At the close of last session 78 degrees, 87 Teacher's Diplomas, and 43 A.A. certificates were granted to successful candidates.

Thirteen Scholarships and Exhibitions, of the value of a \$100 and \$124 were awarded at the examinations held in September last. and in the Faculty of Arts 89 exemptions from fees were granted on Benefactor's Scholarships. In the Faculty of Arts the most noticeable feature is the absence of Dr. Dawson, who is spending a year in Europe after 28 years of continuous and faithful work in the interests of the University. His work is being carried on by Profs. Harrington and Penhallow. With the generous bequest of the late Major Mills, the Mills' Chair of Classics has been endowed, to which the Rev. Dr. Cornish has been appointed. The \$40,000 legacy of the late David J. Greenshields has been used to endow the Greenshields' Chair of Chemistry and Mineralogy to which Dr. Harrington has been appointed.

In the Medical Faculty the resignations of Drs. Wright and MacCallum, and the death of Dr. Scott has led to several important changes in the teaching staff. The gift of \$50,000 from the Hon. Donald A. Smith, and the like sum subscribed by friends of the College, have provided for the "Campbell Memorial Fund," and "The Leanehoil Endowment Fund" in connection with this Faculty.

The "Galo Chair" is about to be established in the Faculty of Law, with the \$25,000 bequest from the late Mrs. Andrew Stewart. The Report notes the resignation of Principal Hicks of the McGill Normal School and the appointment of Dr. Robins in his place.

The library now numbers 22,541 volumes, 2,634 of which were added during the current year.

The interest taken in the Peter Redpath Museum is shown by the 2000 names of casual visitors recorded.

The officers of the Meteorological observatory have been co-operating with the Director of Harvard Observatory in determining the exact longitude of Montreal.

The report closes with the statement that the large number of students in attendance this session renders it necessary to enlarge the class rooms of the college in order to provide suitable accommodation.

To the General Report there are annexed supplementary reports from the Library Committee and the Peter Redpath Museum, which contain notices of liberal donations from friends of the University. The many evidences of substantial progress contained in this report must be very gratifying to those interested in the welfare of the University.

Boards of Examiners.—At the May Examinations of candidates for Teachers' Diplomas, several new regulations of the Protestant Committee will come into force. The Second Class Elementary Diplomas granted at that Examination will be valid for one year only. At the end of the year teachers holding the Second-class Diplomas will require to come up for examination if they desire to continue teaching. Candidates for the Elementary Diploma will be requested to pass an examination in Smith's Manual of Drawing for Primary Schools, and candidates for the Model School and Academy Diplomas in the Manual for Intermediate Schools. The candidate who obtains the highest number of aggregate marks and a first class diploma will be exempt from the fee required by the regulations. Those who are preparing candidates for these examinations should take note of these points and make them clear to the candidates.

Payment of the Semi-Annual Grant.—A large number of municipalities which have sent in their reports have not yet been paid the grant for the last six months of 1883 because they have failed to carry out the instructions contained in the recent circulars of the Superintendent. This failure is due in most instances to indifference and neglect rather than to any unwillingness to comply with the instructions given. The little care that is taken of im-

portant documents from the Department has been abundantly shown by the large number of requests received for second copies of the Circulars on the ground that the first copy had been mislaid or destroyed. Those municipalities which do not practice boarding around, and have forwarded to the Department a list of textbooks selected and a course of study adopted for exclusive use in the schools of the municipalities, will immediately receive their grants.

ELEMENTARY SCHOOLS AND THEIR TEACHERS.—Any one who reads the leading School Journals of this continent cannot fail to notice that the want of trained teachers is a grave obstacle to educational progress not only in the Provinces of the Dominion but also in the various States to the south of us. The Canada School Journal calls for an army of trained teachers to replace the militia forces which have hitherto occupied the educational field, untrained in methods and unpracticed in the higher parts of their profession. This is the cry of earnest Educationalists all over this continent. An extension of the Normal School; more and better professional training; a larger number taking the first steps in teaching in the training school under the supervision of experienced teachers. As to public sentiment in this matter, there is a general impression that while trained and experienced teachers may be necessary for High Schools and Academies, the work of the Elementary School can be very well carried on by a "new beginner." Experience proves, however, that the untrained and inexperienced teacher, if his literary qualifications are satisfactory, can take up the more advanced lessons of the High School better than he can deal with the budding intelligence of the pupils of the Elementary School. We need trained teachers for all our schools, but they are required most of all in our Elementary Schools. We shall make little progress until we see that the younger pupils, at least, are in the hands of trained and experienced teachers. The School Law of the State of California provides (section 1687) that "in cities having graded schools beginners shall be taught for the first two years by teachers who have had at least four years' experience; and such teachers shall rank in point of salary with those of first grade." The framers of this regulation had a very clear conception of the importance of thorough work in the elementary school, and our school authorities would do well to make a note of this

decision. We print on another page a very good article on this subject, and the following remarks from Z. Richards, in the *American Teacher*, deserve careful consideration :

“People are beginning to understand the value of *primary education* ; and it is an ominous fact, that the most important improvements in methods of teaching which have been made of late are chiefly confined to the lower grades of instruction ; where, in fact, improvements are most needed.

The masses of the children under training are in the lower grades ; and only a small portion of them ever enjoy the training of the higher grades. These masses are in the most needy and helpless condition, so far as training is concerned ; and as they are destined to remain in school the shortest time, it is eminently proper that they should enjoy the best opportunity for such training as they are able to receive.

Some of our teachers, of high culture and successful experience, may consider it small work, and beneath their dignity ; and contrary to their ambitious aspirations, to be employed in training children in the lowest grades. If so, they have mistaken the mission and real work of the teacher.

What parent, having a sick child, prefers to trust the life and health of his child to a young and inexperienced physician, who has just received his diploma ?

What mechanic will entrust the planning and the laying out of a splendid edifice to his apprentices ?

When we wish to commemorate the illustrious deeds and character of a patriot, a statesman or a warrior, we seek the artist of the greatest genius and experience and skill to make the design and block out the work ; and we employ any workmen who can use the chisel well enough to finish the statue or monument.

So in teaching, and moulding the young, undeveloped mind and in giving a right start in its educational growth, the most mature, experienced, and philosophical minds, stored with a ready knowledge of all that such young minds need, should be employed to give the first instructions.

The young teacher who has just graduated with the honours of the High School and of the Normal School and who has mastered the branches taught in them, is better prepared to teach pupils in the *higher grades* than in the *primary grades*.

It is a demonstrated fact, that the well-educated, experienced,

and successful teacher can teach and train the ignorant, primary pupil with vastly better success than the young and inexperienced teacher, however well educated. It is a fact, also, that the chief difficulties which the teachers of higher grades meet, arise from the miserably-defective primary training of their pupils.

The reason why such a large portion of pupils come from the public and other schools, so poorly fitted for any kind of business in life is, that during the whole period of their school-life they were under the training of unskilled and inexperienced teachers. These are serious facts, and they show plainly that the usual plan of appointing teachers *should be reversed*.

But let it be understood, in this case, that the *salaries* should *not* be graded, as the schools are usually graded; for as the best teachers should teach the lowest grades, they should have the *best* salaries; and this would give *dignity* to *primary-teaching*, and insure more than twice the amount of useful training now realized in the same time."

SCHOOL TIME TABLES.—The bulletins of inspection show that a large number of schools are being conducted without any definite time-table. This indicates one of two things in reference to the teachers of these schools. Either they have so high a conception of their own abilities that they feel that they can dispense with the helps which ordinary teachers feel bound to make use of, or they feel that their reputation would be seriously compromised by putting down on paper even an outline of their actual school work, so they abstain from committing themselves to any scheme. In either case the children are to be pitied. A teacher who cannot prepare a workable time-table for her school has little claim to the position of teacher, and a teacher who can prepare a suitable time-table and does not, has still less right.

TEACHERS' INSTITUTES. — The importance of these Normal Institutes was strongly urged upon the attention of the members of the Association at Lachute, and Inspector Hubbard's suggestion that the Normal School session should be shortened so as to enable the professors of the Normal School to attend local institutes, met with the entire approval of the Convention. Since that time definite action has been taken in this direction by the Board of Education of Manitoba. At a meeting of the Board held on De-

ember 14th, 1883, it was decided among other changes that "The sessions of the Normal School shall be as follows:—

"One session of five months, from the first of November to the end of March following, in the City of Winnipeg; the second session shall consist of institutes for the instruction and training of third-class teachers only, and may be held at such places in the province, and for such periods as the Board of Education may determine; provided that the Board of Trustees at each place selected be able to offer, through the local inspector, suitable accommodation and to secure the attendance of at least ten students for each course."

This is a strong confirmation of the decision arrived at by the Convention at Lachute.

The success which attended the teachers' meetings held last year in different parts of the Province leads us to believe that Teachers' Institutes, occupying four or five days could be made very successful. The lectures at these gatherings would be confined to professional training, to methods of teaching and school management, and to the elementary work of our district schools. It may appear that very little good can be done during a short session of five or six days. But inasmuch as those in attendance upon the lectures will be teachers with more or less experience in the difficulties and peculiarities of elementary school work they will derive more benefit from a week's lectures specially prepared for them than the ordinary pupil teacher will get in a month at a training school. It is proposed to hold two of these Teachers' Institutes during the month of July next: one in the district of Bedford and the other in the district of St. Francis. The Protestant Secretary of the Department has received offers of assistance from several leading Educationalists, and especially from Dr. Robins, Principal of the McGill Normal School, whose experience and success as a teacher and as a lecturer on the Art of Teaching, will make his services very valuable. We are sure that a large number of teachers who have not had the advantages of a professional training will be glad to avail themselves of the opportunity of profiting by the instruction of those whose experience, success, and special study of the subjects treated render their lectures very valuable. We trust that the teachers of the different localities will interest themselves in carrying this praise-worthy effort to a successful issue.

LOCAL ITEMS.

Protestant Board of School Commissioners, Montreal.—At the regular monthly meeting held on Wednesday, 13th February, in addition to routine business, the monthly statement of accounts for February, duly audited, was submitted; and also returns of attendance in the various schools, showing a total enrolment of 3,761 pupils, and a daily attendance of 89.7 p. c. in Common Schools, and of 93.4 p. c. in the High Schools.

The cadastration of the Logan's farm property and the transfer of the Burnside Hall property to the Hon. J. J. C. Abbott, were reported complete. The Hon. Treasurer further reporting that he had received from the G. T. R. Superannuation Fund an offer to purchase the Deed of Mortgage on the latter property.

The Committee on revision of curriculums for Common Schools recommended several changes in the course in Scripture History, a more systematic course of instruction in Morals and the adoption of the "Points of Politeness," "Dr. Richardson's Temperance Lesson Book," and the "Humanity Series," as text books for that purpose; the abolition of military drill except in changing of rooms, and the institution of fire drill. A report revising the present course of instruction in Sewing was also submitted and approved.

The Commissioners determined to rectify all errors and inaccuracies whether in the way of overcharge or undercharge, that have come to light in consequence of the recent investigation on the part of the Government and the Board into the Teachers' Pension Fund. It was resolved to invite the Trustees of the Protestant School of Hochelaga to meet representatives of the Board with the view of including that school in the public educational system of the City.

District of Bedford Educational Association.—There are manifest indications of an awakened interest in the educational affairs of our Province. While New England has been eagerly striving at perfection in these matters, with Ontario close following the contest, the school system of the Province of Quebec has not kept pace with the advancing times in progress and improvements. Happily, however, under the guidance of such men as the Hon. W. W. Lynch a sincere and influential friend of education, and the Rev. Mr. Rexford, whose energy and zeal have already accomplished so much in the direction of reform, a new regime appears to have been instituted. Old abuses have been swept away, and the basis at least has been laid in order and system in so important a matter as the training of the coming men and women of our age. Primary teachers in the country do not continue to shift their lodgings three hundred and sixty-five times in a year, and the great feat of securing uniformity of text books and a definite course of studies has been virtually accomplished.

The teachers of the District of Bedford have caught the enthusiasm of the hour, and in response to the summons of the Hon. Mr. Lynch, met in Cowansville in considerable numbers on Saturday last for the purpose of

resuscitating the defunct District of Bedford Teachers' Association. There were present the following heads of High Schools: Messrs. Butler of Bedford, Walton of Waterloo, Wardrop of Dunham, Curtis of St. Johns, Gilman of Cowansville, Bennie of Sutton, McArthur of Clarenceville, and England of Knowiton, and a considerable number of lady teachers; also Inspector McLaughlin and the Hon. W. W. Lynch, Convener of the meeting, and a number of school commissioners and citizens.

Dr. Gibson was called to the chair. After a thorough discussion of the question, resolutions were unanimously passed determining the revival of the old organization under the name of the District of Bedford Educational Association, calling to its ranks not only teachers, but all persons interested in education. The following officers were elected: Hobert Butler, president; Luther Gilman, secretary; Messrs. Walton, England and Wardrop, (representing the three counties of the district) vice-presidents; and an executive committee consisting of the foregoing officers, with Misses Mizeckler, Swift and Andrews, and the Board of School Commissioners of the locality in which the meetings are to be held. The Hon. Mr. Lynch was asked to accept the position of honorary president, which that gentleman very gracefully did.

It was decided to hold the first meeting in Cowansville during the month of June, when, after the usual vote of thanks, the meeting was adjourned.—*The News.*

Boscobel.—On the evening of Friday, 22nd February, a large audience (for this section of the Townships) assembled at District No. 3 School House, to witness an entertainment got up through the exertions of Miss Minnie J. Hutchins, of Brigham, who at present is the teacher of the above school. The object of the entertainment was to procure a globe for the use and benefit of her scholars, and although the mere nominal price of 10 cts. admission fee was charged, the sum obtained was \$7.00. The entertainment was second to none that our neighbourhood has hitherto enjoyed. The teacher took a prominent part in the pleasing programme who, in common with several of her scholars and a few young men of this locality, went through in an admirable manner for over a couple of hours, a series of dialogues, recitations and songs. The proceedings were opened with a few remarks by the resident clergyman, and terminated by the singing of the national anthem.

Abbotsford.—The School Inspector, Mr. Delage, was in this place on Friday the 15th inst., to examine the two English schools, and invited the Rev. Canon Robinson, resident clergyman, to assist him. The school on the north road, formerly taught by Miss Craig, and which the Inspector then said was the best managed school under his inspection, was found to be in Miss Ballantyne's hands, well sustaining its reputation. Some of the elder pupils are studying Latin, Algebra and Euclid. There are also two classes (senior and junior) in French. In every department healthy progress was going on, which gave ample evidence of industry intelligently directed on the part of both teacher and pupils. On the east road the school taught by

Miss Gill was visited under unfavorable circumstances. The three or four more advanced pupils had been excused a little earlier than usual and had gone home, and the whole school had just been dismissed at 4 p. m. on the arrival of the Inspector, of whose intended visit the teacher had no intimation. The pupils were called back and found to be mostly young beginners. The examination, however, showed that the teacher had been diligent and that the children were making progress under the careful instruction given them. It appears to be customary for the Inspector to give teachers a holiday when he finds they have earned it, and on this occasion he manifested his appreciation of the good work done by Miss Gill and Miss Ballantyne by giving them each a holiday to be taken at their option as to the time.

Granby.—On Friday, Feb. 8th, in the afternoon, the pupils in the village District School, under the tuition of Miss M. McLean, stood an honourable examination in grammar, reading, spelling, geography and arithmetic, before the Board of School Commissioners, viz.: A. C. Savage, Mayor, and Messrs E. T. Miles, Samuel Butterworth and H. G. Frost, Esq., together with Mr. J. McIntosh, Principal of the Village Academy, Miss Swift, teacher in the preparatory department, and numerous other ladies interested in the education of young children. The scholars have quite a respectable appearance, are prompt in their obedience, and their manners manifest that Miss McLean has taught them good morals and genteel decorum. There were 47 pupils present on the occasion, from eleven to four years old. Six of them are qualified to leave the district school and go into the principal's department. Miss McLean is really a valuable acquisition in our village school. She does more than the ordinary work of a district teacher, and never complains of bad boys. In fact, she has not only increased the school from fifteen to fifty scholars, but she has cultivated some of the insubordinate boys so that they are rewarded for good conduct and progress in learning. Both teacher and scholars were praised by the visitors for the progress of the school.

A Good Report.—An elementary teacher writes: "Since your last visit here, they have enlarged my room, put in the improved desks, furnished me with one new black-board, but no maps yet, but I think if I talk as much about them as I did about the black-board, they will be forthcoming soon.

I began my school the 19th October and I have a number of pupils that have not missed a day. They seem more interested and attend more regularly than any previous term. Last term I introduced Drawing, this term we have Object Lessons, and they are very much interested in both. I have 42 pupils, from 5 to 15 years of age.

I have often wished to have an opportunity of telling you what a help that course of study in the RECORD has been to me. I have felt for many years that our country schools lacked a common object towards which to work, and this seems to supply that object; by it I have been able to grade into four grades, and I find that I can use my time to so much better advantage by so doing."

Inspector Hubbard writes: I have just made a tour of inspection through Eaton, Newport, East Clifton and Westbury; and it has afforded me much pleasure to find that, aside from three schools which could not open in the fall, and have only winter terms, all the schools, with only two exceptions, are under the charge of the same teachers as at my last visit—all having been engaged for the scholastic year. Of the two exceptions, one teacher resigned at Christmas, on account of an engagement of a different nature; the other change was caused by the continued illness of a teacher. The attendance, instead of suffering by the new arrangement, has generally improved. In many cases, entire uniformity of books has been secured, in others, there is still some diversity.

Dixville (County of Stanstead) has, this year, started a graded school, only two departments being required for the present. I found the school well organized, and in the main, approximating quite fairly to the "Course of Study." The teachers, Misses Cushing and Grady, are doing very good work.

Personal.—Mrs. Simister, special teacher of Drawing and Singing under Prot. B. S. C., Montreal, is taking a three months' trip in Europe. Her place is being supplied, temporarily, by Miss Rodger, of the High School, and Mrs. Kemp.—Miss Robins has resigned her position in Stanstead College, and has accepted a position in the Ladies' College at Ottawa.

Death of Mr. F. W. Hicks.—There are many, especially among those interested in educational work, who will learn with much regret of the death of Mr. Frank W. Hicks, M. A., formerly a professor in the McGill Normal School in this city. Mr. Hicks, in consequence of ill health, left Montreal in the spring of 1882 and went to Texas, where he remained for about a year, then returning to his home, and after a stay of a few months again leaving and going to California, where at Fallbrook, S. C., on the 2nd instant, he breathed his last. The deceased gentleman was the eldest son of Mr. W. H. Hicks, late Principal of the McGill Normal School, and was born in England in 1846. He came to Canada in 1853, was educated at High School, Montreal, and entering McGill College obtained his B. A. degree, and subsequently M. A. degree. After securing the Academy diploma from the McGill Normal School, he taught for several years in different parts of the Province of Quebec, in the academies of Knowlton, Coaticook, Lacolle, &c. In 1870 he was appointed head master of Boys' Model School of the McGill Normal School, and four years ago he became assistant professor of English literature in that institution. For eight or nine years he was Secretary of the Protestant Teacher's Association for the Province of Quebec. He held, besides the above, at different times, several important offices in public institutions connected with education. He was secretary of the Natural History Society of Montreal, and was appointed honorary secretary to the American Association for the Advancement of Science on its visit here in 1882. He was also appointed as one of the commission to superintend the education exposition of the Province of Quebec during the Dominion exhibition held in Montreal in the year 1881.—*Gazette.*

St. Johns.—A meeting of the St. Johns High School Board was held on Monday evening last, at which were present: Rev. J. F. Renaud, chairman; Messrs. R. C. Montgomeriè, W. Drumm, T. A. Cousins and E. R. Smith. The Principal of the School and the Secretary of the Board also assisted at the meeting. Several matters relating to the welfare of the institution were discussed and settled. Among other things, the course of study authorized by the Protestant Committee of the Council of Education was adopted by the Board. Fortunately, this course very closely resembles that in vogue in the school, so that no radical change will require to be made either in the lessons or text-books. Regarding the progress of the school, both the Principal and Chairman stated that the new graded system was working even better than was anticipated, to the great advantage of the pupils. Vocal music and drill are to be added to the curriculum.—*The News.*

Gaspé.—No. 1, Gaspé Bay School, under the new teacher, Miss Carter, has improved of late. This school, which was formerly one of the best in the county, had run down a good deal.

A successful entertainment was given in the school house in February for the purpose of raising a fund to buy maps, which are much needed.

Miss McNeil of No. 1, Port Daniel, and Miss McPherson, of No. 2, have been obliged, through illness, to give up teaching for a season.

An increasing difficulty in securing the services of qualified female teachers is much felt in the County of Gaspé. At present no fewer than five teachers, without diplomas, have charge of schools. It is simply a question of these or none. As a rule, these young women give a promise that at the expiration of six months, they will pre-ent themselves for examination; but the fulfilment of this promise is occasionally evaded, and how to enforce it is a difficulty to school commissioners. We need never expect to have a supply of qualified and trained teachers until a Protestant training school shall have been established. How, in the name of wonder, can we expect girls to teach, who have themselves never been taught to do so; who have themselves had no training worthy of the name?

The new course of study for elementary schools will, doubtless, prove valuable to even a moderately intelligent teacher, and will suggest many useful ideas. In the minds of some teachers it will probably awaken a sense of their own deficiencies, and will stimulate them to make an effort of self-improvement. Others will, I fear, get over it the best way they can. On the whole, it seems pitched rather high. I doubt whether one country teacher in ten, in these counties, would undertake to give an object lesson, for the simple reason that she has herself never received one.

I don't wish to disparage these excellent girls—they are, as a rule, zealous and trust-worthy, and have made a wonderfully good use of extremely limited opportunities. But I have reason to doubt their ability to deliver lectures on “things in general,” and their “true inwardness” as to *plants, motion, minerals and manufactured articles*, is a mystery which I would not care to unveil.

School Commissioners and Trustees are sometimes guilty of culpable neglect as to the heating of their school rooms in winter. It not unfrequently happens that a teacher who has to walk some little distance, finds, when she reaches the school house, that no fire has been lighted, or perhaps, that it has been lighted only a few minutes before her arrival. So, after the warmth produced by her walk has passed off, she commences to shiver, feels miserable all the forenoon, and is probably more or less unwell for weeks afterwards. Perhaps she has, by that chill, laid the foundation of serious or even fatal illness.

This is no fancy sketch; the thing occurs frequently. I have myself, over and over, come upon teacher and children all huddled round a stove in which crackling "var" and green birch were simmering comfortably, but had no heat to spare for outsiders. When the mercury shows thirty to forty degrees of frost, this is not a cheerful experience.

For the sake of teachers and children, as well as in the interests of education, stoves ought to be properly lighted at least one hour before school commences.

W. G. L.

BOOK NOTICES.

Canada in the 17th Century.—Geo. E. Desbarats & Co., Montreal, 1883. This little work of 84 pages is a translation from the French of Pierre Bouches by the late Edward Louis Montizambert. The dedication of the work is dated from the Town of Three Rivers, in New France, the 8th of October, 1663. The work may be regarded as an Emigration Pamphlet, probably the first ever issued in connection with this country. The author states in the preface that the object of the work is twofold.—First, to answer questions received from friends in France, and second, to furnish information for those intending to settle in the country. The work opens with an account of the geography of the country and of the leading settlements. Chapters on Trees, Animals, Birds, Fish and Plants give a very interesting account of the condition of the country at that early time. The manners and customs of the Indians are then touched upon, and the work closes with a statement of the chief disadvantages of the country, which are three: First, the dreaded Iroquois, and the constant prayer of the writer is "That our good King will come to the assistance of this country and will cause those rascally Iroquois to be destroyed." Second, the Mosquitoes, and third, the long winters. This account of Canada as it was at the middle of the 17th century, by one who had lived thirty years in those early settlements, is quaint, interesting and well worth reading.

Methods of Reading and Studying History, Ginn, Heath & Co., Boston, 1883, is the first volume of a Pedagogical Library edited by G. Stanley Hall. Part I. is a translation from the German of Dr. Diesterweg and it contains a most interesting and extensive analysis of the whole subject of historical study. Among the subjects treated are the Meaning of History, the use of History, Modes of Writing History, Limit of Subjects, Arrangement of Materials, Manner of Treatment, Outlines of Instruction in History, and Means of Instruction. Part II. contains a series of papers on History by the Professors of that subject in the leading Colleges in the United States. Part III. contains a list of historical works covering seventy-five pages, arranged in groups under subjects, countries and periods. The publishers, price, and a line of criticism is given in connection with each work, which makes the

list a most valuable one for reference. This publication will be very useful to those engaged in the teaching and study of History.

Trimble's Short Course in Literature, Eldredge & Brother, Phila., 1884.—This is a compendium of the author's Hand Book of Literature. It contains 378 pages, 100 of which are devoted to American Literature. The author believes that no child is too young to begin the study of literature; that the first object is to excite the love of literature in the pupil by causing him to read poetry aloud, or by having it read to him until the harmony of numbers or the beauty of sentiment fills his soul. As the proper study of literature is the study of the works of authors, this work contains selections which illustrate the characteristics of the several writers. It is a well arranged and an attractive work.

Book of Plant Descriptions, by Geo. G. Groff, A. M., M. D. Science & Health Pub. Co., Lewisburg, Penn. This is a Record for the Analysis of Plants. Each page gives a skeleton description of a plant and the student of Botany is to insert what he observes in the specimen under examination in one of these skeletons, and when completed, he will have a full description of the specimen before him which will enable him to determine the name of the specimen without difficulty. The work has been prepared for use of students and teachers in class-room and laboratory work, and it certainly provides a very convenient means of registering the results of observation in Botanical examinations. Sample copies 30 cts.

Examination Manuals, Arithmetic, by Wentworth & Hill. Ginn, Heath & Co., Boston, 1884. This first number of the series contains sets of examination papers in arithmetic. The first portion contains one hundred and fifty hour examination papers, arranged in three groups, according to degree of difficulty, and the last portion of the work contains examination papers from the leading examining boards of Great Britain, United States and Canada. The work will be found very useful to teachers.

Barnes' New National Readers are based upon the "word method," as the most natural and practicable. The illustrations are good, the paper and typography excellent, and the binding all that can be desired in a school book. A. S. Barnes & Co., New York and Chicago, 1884.

The Essentials of Latin Grammar, by F. A. Blackburn. Ginn, Heath & Co., Boston. The author, who is a practical teacher, has given special attention to two points in the preparation of this work. First, he reduces the size of the work as far as possible without omitting essentials, printing the portions to be memorized in large type. Second, the method of arrangement and the classification of facts and principles are peculiar, and are intended to help the pupil in learning them and retaining them.

New Subscriptions.—Commissioners of Cox, Kingsy Falls, Metis, Trustees of St. Johns. Henry Cockfield, Lacolle. L. M. England, Knowlton.

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