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EDUCATION FROM A PUBLISHER'S STANDPOINT.*

BY GILMAN H. TUCKER.

On behalf of the fraternity of schoolbook publishers, I desire, first of all, to recognize the honour you have done our craft by courteously according us a place on your programme. You have doubtless long regarded us as a legitimate "third estate" on the outside of the great councils of education. You now ask us to publicly justify our interest in all these special topics of thought which year by year draw together these great educational assemblages, and it is a welcome privilege to respond.

The publishers are, of course, regarded primarily as a commercial body; but their semi-public functions toward the teachers and the schools would be very poorly performed if limited by the narrow view of mere merchandising. Our business has another side, recognized by every intelligent publisher, so that in its true, broad, and ideal scope it is wholly at one with the spirit which animates the best work of the teacher and superintendent in carrying forward the great work of public education. We, therefore, feel that there should be the utmost sympathy at all points between the makers and the users of schoolbooks, and that everything which can lead to a clearer and more complete understanding is an effectual contribution to a common cause.

* An address delivered before the National Educational Association, at Milwaukee, July, 1897.

The relation of schoolbook publishing to the schools, or to the broader subject of education, offers many interesting points. The development of the business of text-book publishing, say in the past hundred years, in the nations which are foremost in education, if its full history could be presented, would mark in detail the steps of progress in education itself; but this would be most emphatically true of the United States, which almost merits the distinction of being the inventor of text-books. When we compare the numbers and kinds of text-books published in our own country for the use of schools, say fifty years ago, with those that are published to-day—a comparison of hundreds with thousands—we realize what an increasingly large part books hold in our educational scheme, and what an enlarged influence and responsibility has come to the publisher. This great multiplication of books may not be an unmixed good, but that it is, on the whole, an enormous educational help, no one will be rash enough to deny; and this state of things has come about in response to the demand which you, as leaders of educational thought, have created; so that at the bottom the responsibility and the credit are yours.

The question of the use and misuse of text-books is wide and deep, and has itself been the origin of many books and endless discussion. Some cynic, I believe, has even raised the point whether the invention of the art of printing has, on the whole, been a blessing to the human race, but nevertheless text-books have remained and their use has increased. The speller was at one time banished from what was regarded as the progressive school; the mental arithmetic had a like fate; technical grammar has suffered somewhat of an eclipse; but books on even these subjects are finding their way back into favour with the leaders. The just criticism made upon the books of the old time and upon a certain class of books devoted to the older methods, was that they enslaved the schools and teachers by a dry routine, and furnished the letter which killeth, and not the spirit which maketh alive. But this is not true of the books chiefly in use in this country to-day. It may be stated as the truth, that books of this description are now used only by those who have not educated themselves up to the use of better standards and better methods; that the numbers are somewhat large, however, is not the fault of

the publisher, who simply fulfils the office of supplying the demand. The fountain does not rise above its source. But with increased numbers of books have come great improvements in methods, and especially a great improvement in the manner of using such books. Where formerly there were fifty or a hundred books forming a chain of routine which practically enslaved the schools, there are now thousands of books, but they are used by skillful teachers as the handy and efficient tools of their profession.

The question about text-books to-day is only one of form and method. And here there is nothing fixed or absolute; changes in methods of teaching, fashions, fads, whims, are always in evidence and moving on, not always marking steps of real progress, possibly oftener going round in circles; but they are an indication of life in education. Movement is life, and stagnation is death.

It does not follow that all old schoolbooks are bad, and that all new ones are good. What could be more foolish than not to hold on to so much of the world's experience as has been proved valuable up to the present time? Conservatism must be joined with radicalism if a wise balance is to be held. In the world's literature it is the old and standard, that which has really become crystallized, that comprises the chief value. Is it too much to say that there are old and standard text-books that can be very little improved upon, and that there are methods which have had the vogue of years, that cannot summarily be set aside because something else is simply new? Books on literature, like school readers, must present virtually the same matter; it is only their form and not their substance that can be changed. The principles of mathematics remain the same; language, literature, history, always present the same facts; political, social, and metaphysical subjects do not vary much. The natural sciences have the same basis, and only need to keep pace with new discoveries and modern discussion. And it must also be ever remembered that the text-books which make the most efficient tools, in the hands of teachers of a high degree of ability and skill, often prove very sorry instruments in the hands of another class of teachers not so intelligent or skilful.

There is also another practical fact known to publishers—that books regarded as of a very high degree of merit in one part of the country are not at all acceptable in another

part. The character of communities, of widely separated states or sections—in other words, the environment—is found practically to be a governing element in the choice of kinds of text-books. This happens sometimes even in different parts of the same state, and is a matter not easily explainable. These idiosyncrasies perhaps grow out of the freedom of our republican life. Communities are accustomed to take care of themselves with the utmost freedom, in their own peculiar ways; as one might say, it is in accordance with the genius of our institutions.

Books of real merit have a certain personality, and, like persons, they attract or repel. The ideal education comes from a contact of personalities, of mind with mind; the live teaching force is always the *teacher* himself. The pre-eminent teacher can sometimes put the best part of himself into a book, and so the book becomes characteristic. There are really living books, attractive, popular, successful within their own circles, and yet indescribable, but containing certain elements of individuality or personality, such as distinguish the intelligent, clear-headed, magnetic teacher. They have a flavour that attracts and impresses and which endows the subject with a living speech.

There is a shallow and dangerous popular belief, unhappily now rife in many states and communities, that a school-book is only so much paper, print and binding, and that anybody can produce it at short order, at its mere mechanical cost, and that the results produced by its use in schools will be just as satisfactory as the use of any book whatever. This is an emphasis of the evil of text-book routine in its worst form. State uniformity, state publication, state contracts in the interest of mere cheapness are its outcome. I have referred to the makers of schoolbooks as authors, and not editors, because the real schoolbook is a creation; the best thought that can be put into printed pages, in the most skilful form that genius can contrive, under the great stress of competition to produce the most excellent, is none too good to help out and supplement the teaching abilities of the average teacher, and give life and reality to the subject taught. Such books can be produced only where there is the freedom of an open and ambitious competition, and where, without fear or favour, merit shall win, and where the rewards of success are worth this intense striving. And every publisher knows to his dear cost how

much oftener he fails than succeeds, even under this condition.

The part of the publisher is both to follow and to lead, to supply the want that exists and to create a new and better want. The first and obvious duty of the publisher is to supply the existing demand, and this in a way takes care of itself. The publisher's second and higher duty is constantly to watch the steps of educational progress and provide books which will, at the same time, create and fulfil a better and higher demand; and stimulated by an ambition to lead and excel, this the progressive and live publisher is always doing. The editorial department of a well-organized publishing house keeps a close watch over educational tendencies, the development of this or that educational theory, the exemplification of this or that phase of teaching, the doings of this or that particular group of enthusiastic, growing teachers. It is easy to see what a close relation must exist between the editorial department and the teaching world to be able to form a correct judgment of the hundreds of manuscripts that are presented for inspection.

This is an age of great transition, and in no department of life's work is transition so evident as in methods of teaching. The present tendencies and transitions, wise and unwise, old and new, are sifted, put into form, and given to the educational world by such epoch-making reports as that of the Committee of Ten, the Committee of Fifteen, the Committee on Rural Schools. The editorial department must be in close touch with these reports, with the doctrines contained, with the philosophy preached, and must seek to materialize them in such a way as to make them usable in the schools.

Publishers study the educational sentiment and crystallize it into definite shape, providing text-books having a common basis; thus tending to assist in unifying the educational interests of the whole country.

Whatever interests educators, interests publishers; the same problems confront both; both should be equally alert, active, and ready to take up improvements; if anything, the interest of the publisher is keener in these improvements than the interest of any individual. Unless the publisher plans wisely, his whole capital is jeopardized. Unless he keeps in touch with the newest and best educational

thought, embraces the good and brings it to the front, and makes his house the headquarters for the best that is to be had, he loses prestige, he loses business, he loses profits, and must inevitably go to the wall in time. Hence, apart from any higher motives, the publisher is compelled by his pecuniary interests to keep to the forefront of educational progress.

The course of text-book publishing is an evolution, following closely the trend of educational discussion. Your deliberations here to-day, determine the text-books of to-morrow. The publisher is a clearing house of educational ideas. A superintendent in a good place may do much by his individual effort. He preaches his doctrine, presents his views, guards with watchful care his own schools and his own teachers. The publisher gathers the personal views and personal influence of the best educators in all parts of the country and draws them together, crystallizes their thought in books, and by distributing those books throughout the country multiplies a thousand fold the influence of any individual educator.

The publisher is a conservator of educational interests. The personality of an active teacher or superintendent may tend to propagate bad methods; and wherever he goes and impresses his personality he may extend these bad methods. A publisher may publish a book containing bad methods, but under the law of the survival of the fittest, the poor book perishes and the good book survives. Hence, the publisher's net resultant effort is always toward improvement, in this respect having the advantage over any individual educator.

In the best style of teaching, of course the text-book is always subordinate. Books are bad masters, but good servants. They are not to be used as crutches to help those who could not otherwise walk, but are to be placed in the hands of the skilful as fine-edged tools. The wise teacher may omit, may add, may modify—in a word, may adapt the text to the wants of the hour, and thus extract and use to the greatest helpfulness. While the highest type of teacher may be a living text-book, time does not suffice, and the burden is too heavy for wholly personal work.

But with ordinary or inferior teaching—and who shall say, despite all improvements, how much of this sort of

teaching still prevails throughout the breadth of this country?—the good usable text-book is the chief dependence, the indispensable tool which almost wholly shapes the final teaching result.

And notwithstanding the days of talking, explaining, and lecturing, I am old fashioned enough to believe that the real downright study of the proper book by the pupil is a most useful adjunct in any course of mental training for the young.

ENGLISH COMPOSITION.*

BY MISS C. NOLAN, HUNTINGDON.

Our divisions of this subject are Characteristics of Good English, Method of Instruction, Subject Matter, Criticism, Barriers and Incentives. The chief essentials of good, plain English, as spoken and written by the masses in their every-day intercourse and correspondence, are conciseness, clearness, force, and beauty. These characteristics may and ought to be acquired in our elementary and secondary schools. In regard to the first, any journalist will tell you that diffuseness is the greatest fault of the articles sent for publication. Ours is a busy age. To say nothing of the coveted space, there is no time for wading through a sea of words, in order to extract one feeble thought, yet, the condensing process may be carried so far as to make the treat too strong for any but the man whose powers of mental digestion are gigantic.

Is it unpardonable heresy even to think that Carlyle's French Revolution, without detracting from its literary beauty, might have been written in such a manner as to be more easily understood, and therefore more prized by the average man? Grandeur and depth of conception, combined with simplicity of style, are in demand at the present time. We no longer consider those addresses from pulpit and platform which are not understood, the finest and best.

This also is too intense an age to bestow much admiration on the flowery article, whose chief merit lies in its figures of speech; yet we do not enjoy the perusal of a harsh, bald statement of facts, any more than we value

* A paper read at the Teachers' Convention held in Montreal, October, 1897.

intercourse with the brusque person, who cannot take time to be courteous.

By what means then can the desirable combination of simplicity, force, and beauty be acquired?

The answer often given is "Good prose writers like poets are born not made." This is not all the truth. In fact, even poets are to a great extent made. After the expenditure of fourteen years' labour by Tennyson, his *In Memoriam* must have owed as much of its force and beauty, to the artist's pains, as to the poet's genius.

An intimate acquaintance with the nature, origin, and use of our one hundred thousand English words, is provision rich enough for the construction of either measured or unmeasured lines.

Others say, "The only way to become a composer is to compose." Actuated by this belief, teachers of the old school, without any previous instruction, assigned such subjects as wool, animals, the seasons or political economy. The first named was usually dealt with after this manner. "The sheep is sheared, then the wool is washed, then it is carded, then it is spun, then it is woven, then it is sent to the tailor." A very shrewd urchin, savouring somewhat of Peck's bad boy, might, on animals, possibly produce something like the following:—The dog is a very useful animal. He can play tricks, and howl when anybody is going to die. The pig is a very interesting animal also, though he is not so nice a house-keeper as some other folks. Animals are very useful to the circuses, 'cause the minister and his wife, and the deacon and his wife, and their grown up relations can all go to take the baby to see the animals. The cow is an animal having four legs, one on each corner of her.

An hour's vain effort to evolve ideas on the three more difficult subjects, resulted in an abiding disgust with composition in any form. So much for the old method. The more recent reproduction in the pupils' own words of a story or object lesson, though a step in advance, does not develop originality of thought, or individuality of expression. The old asks for bricks without straw, the new gives the material, but not the necessary apprenticeship.

The mechanic does not say to his raw apprentice, "There is your material and model, when your carriage is finished I shall point out your mistakes." Does he not rather direct

as to what material and form in spokes, felloes, and hub, will combine the desired lightness, strength and symmetry? Similarly we teach arithmetic. Before asking the pupil to add $\frac{2}{3}$ to $\frac{1}{3}$, we utilize the blackboard, diagrams, coloured cards, an apple or any other object which can aid us in showing that the division of $\frac{1}{3}$ into four equal parts, and of $\frac{1}{4}$ into three, gives us twelfths, therefore $\frac{2}{3}$ equal $\frac{8}{12}$ and $\frac{1}{3} = \frac{4}{12}$.

Now, what I claim for composition is a like method of definite, progressive instruction and practice in sentence building. The instruction will require a class drill of not less than one-half hour each week; but recitation in history, geography, and physiology will give opportunity daily, for oral and written practice. Pupils reading the Third Reader may be required to express a perfect thought as, "Birds fly," using only the two classes of words, which at one period in their history, were the only ones at the command of our Saxon forefathers. Besides laying the foundation of conciseness, this exercise is the best for enabling the pupil to distinguish between nouns and verbs, subject and predicate. Qualifying terms give at least modified thoughts as, "Little birds fly swiftly." The pronoun and preposition are next pressed into service and we have, "Our little birds fly swiftly across the street in winter." Placing the phrase "In winter" at the beginning of the sentence enables the pupil to see that the position of modifying terms affects the clearness. From the first lesson, attention ought to be given to capital letters, periods, interrogation and exclamation points. To the fourth class may be safely left the important allies to conciseness and force, viz., participial, appositive, infinitive, and absolute phrases. The great care and patience needed in teaching the proper use and position of these phrases are amply rewarded by the increased ability to express many thoughts in few words, as illustrated by the form our sentence now assumes.

"In winter, seeds being rare, our little birds, the sparrow and snow-bird, fly swiftly across the street to pick up crumbs, left for them by kind-hearted children." At this stage it is not difficult to understand the part played by the comma in making these thoughts distinct. Such drill in simple sentences enables the pupil to use with ease the relative pronoun and conjunction, as links in the construction of compound and complex ones. The small boys'

composition on wool is now given without the monotonous repetition of the conjunction. "then," as, "The sheep having been sheared, the wool is carded and spun, then woven into a fine cloth of which a fashionable tailor makes a coat fit for a king."

Now, a pleasing and harmonious succession of well written sentences makes a well-written paragraph. On the acquisition of skill in this part of our subject, very useful hints are given in the chapter on "paragraphing" by Mr. Alexander in "Composition from Models."

An opening sentence, as "The boys spent the afternoon rambling over the farm," being given, the imagination picks up the thread, weaving in facts in an orderly, symmetrical manner.

Our American neighbours, always "wide awake" along the line of labour-saving, whether mental or mechanical, substitute paragraph writing for that "weariness to the flesh," long exhaustive and exhausting compositions, which deal with every division and sub-division of the subject. After a well-mapped out plan has been made one head, well-written on, is a good test of the pupil's ability.

Time and labour may also be economized by class correction of mistakes, in place of the old individual one. Errors of the same kind are usually found in several compositions of the same set. Besides, to prevent repetition, a thorough drill in the writing of correct statements is necessary.

Now, in regard to the subject matter—thoughts themselves are a more difficult problem than the expression of them. We would fain believe that our plan of sentence building does a little towards the solution, by improving not only the expression but the habit of thought. It educates the mind to look upon subjects under various aspects, thus broadening the conceptions of all that come into our lives, whether by observation or experience. You may remember that we asked for thoughts, not words, of which the literary world as well as the social and religious are too full. In higher classes, reading and discussing such perfect models as Macaulay's essays, encouraging the preparation of object lessons by the pupils themselves; inducing the "taking in," in more senses than one, of the lectures of men of thought, all form additional aids in the same line.

Perhaps, however, the greatest efforts are required to discover and remove the most formidable barrier to progress in the art of composing, viz., the pupil's dislike to it. The secret of this dislike, I sometimes think, lies in the strange variance between the intensely realistic age in which we live and the lack of the practical in our methods of instruction. Merely to exhibit their skill in the act, we ask our pupils to conjure up, at will, thoughts enough to form an essay. What man, to show his mechanical ability, ever built other than a toy ship? Who but the man that is full of his subject can, through the press or from the platform, move the world by his impassioned oratory? Can we not then make composition a more real thing? Our pupils might write us, not toy letters, but real ones telling difficulties or asking for advice. What glowing descriptions of persons and places do children orally impart to each other! Could we not have such transmitted to paper? Ask them to write a report of a trip, concert, or the never "lacking" convention, then select for insertion, in some weekly, the best written. If an essay be attempted, choose a subject of public interest, as "Prohibition of the Liquor Traffic." By discussion, arouse feeling strong enough to induce an ardent expression of opinion.

This method, like all others referred to in this commonplace paper, has been tried and found effectual in helping in some small way, to maintain the purity, grandeur, and simplicity of the language, destined not only to be the universal medium of communication of thought, but also the medium of transmission to the abodes of cruelty, in the dark places of the earth, that glorious message of the grace of God, with its unseparable beatitude, the knowledge of the Fatherhood of God, and the brotherhood of man, the only knowledge which "makes for righteousness" here and consequent blessedness hereafter.

Editorial Notes and Comments.

ONE of the educational journals remarks that professors of English are complaining that boys and girls are entering our colleges thoroughly prepared in mathematics and the classics, but wofully lacking in ability to write the mother tongue. All who are in a position to judge must acknowledge that there is indeed reason for the complaint,

and the question naturally arises, Why should it be so? The exchange referred to says: "One reason for this complaint is that there are far too many schools where compositions are written but once a month. It is no wonder that under these conditions, 'composition day' should prove a bugbear to pupils, and in many cases a burden to the teacher. Work in writing English should be commenced in the lowest primary grades and continued *every single day* until the school life is finished." We heartily endorse this principle, which is so *à propos* of what Miss Nolan had to say in the paper she read before the recent Teachers' Convention at Montreal—a paper we reproduce on another page for the benefit of those who had not the privilege of listening to it. Following along the same lines of thought, these words of Inspector Aiton, of St. Paul, Minnesota, are worthy of repetition, "Observation throughout the schools," he says in his report, "and an inspection of several thousand state examination papers lead me to the foregone conclusion, that we need to organize a vigorous campaign in all departments of English. I believe that in proportion to time and effort spent, students get more of permanent value out of literature than from any other subject. One of the most serious fallacies of the educational age has been that from the intermediate grades onward English could and would be cared for incidentally. This incidental theory has persisted year after year, when, before our very eyes, for want of a grip on thought, for want of an ability to read understandingly, classes blunder ineffectually for hours over a bit of work that ought to be mastered in ten minutes."

—THE amount of truth there is in what the *School Journal* has to say in discussing the status of the teacher, we leave to the appreciation of those who should know best the real facts of the case,—the teachers themselves. The *Journal* in a recent number says: "Teachers frequently complain that they do not receive sufficient respect. There are many reasons for this, and one of them is that the majority of them allow themselves to be pampered too much by accepting—if not actually asking for—free samples of books, special rates on the railroads, rebates at the special shops and other immunities too numerous to mention that have absolutely nothing to do with educating the young. One of the results of this condition of things, is

that teachers are considered a kind of public property ; they must do as they are told without demurring ; they must take whatever salary is given them and be thankful, and no matter what indignities are offered, they must suffer them without a word of opposition, or they may lose their places. This will not change until teachers learn to put themselves on exactly the same plane as the rest of the world ; other people will soon recognize the fact and act accordingly."

—IN a recent number of the *Educational News*, Dr. W. H. Payne gives what he considers to constitute the teacher's equipment. He says:—

For real teaching, the teaching that moulds character and inspires to intellectual excellence, there is nothing which can be substituted for generous scholarship. And the scholarship which is needed for genuine teaching cannot be acquired by any process that greatly abridges time and labour. There is no easy and expeditious way to become a scholarly man or woman, and the pretence sometimes set up that a few weeks' instruction in Latin or Mathematics will fit a youth to teach these subjects is the trick of an impostor. Instruction that goes only far enough to create in the student the conceit that he is wise is a sorry preparation for serious teaching. A normal school should give such extension and depth to the scholarship of its students that they may contract a love for learning, and form a modest estimate of their present attainments.

However, it is equally as necessary for the teacher to acquire *professional knowledge*. By this is meant the knowledge that is needed to convert the scholar into the teacher. Primarily and principally this is a knowledge of the history and science of education, and secondarily of the most approved methods of teaching. The direct tendency of method, divorced from principle or doctrine, is to mechanize instruction, to fetter the school in routine. One of the most precious endowments of the teacher is versatility, freedom ; but this endowment is attainable only through reflection on scientific truth ; it is educational science alone that can make the teacher truly free. The teacher should be able to work intelligently at the solution of educational problems ; to form rational opinions on the current educational questions of the day ; and a course of instruction would be incomplete without a patient study of education-

al doctrine. Neither doctors nor lawyers can be expected, in any true sense, to learn the practice of their art while in college. They learn a science, and out of this science, as occasion permits, they gradually perfect their art. If the teacher is to be more than empiric, he should learn his art in a similar way, he should master his science, should observe the work of experienced and accomplished teachers, and when he has a class or school of his own, should be able to construct his own art.

—"STUPID" is a term we too often hear applied by an unthinking teacher to a pupil who may not, after all, be quite as "stupid" as his teacher thinks him to be. It is this that has probably led a writer in one of our exchanges to inquire, "What constitutes stupidity in pupils? It is a general lack of ordinary mental activity? Is it extreme dulness of perception or understanding applied to powers of the mind in the aggregate? Or is the term to be limited in its application to some particular powers or aspects of the mind? May not a pupil be 'stupid' in one or more respects and yet possess extraordinary mental activity in other directions? This 'stupidity,' whether real or apparent only, presents an important but difficult problem for the teacher to solve. A careful study of the child's mind, of his aptitudes and of his limitations must be made before judgment is pronounced against him. The tendency of teachers is to condemn a pupil as 'stupid' who is dull in matters scholastic merely. The 'calculating boy' who, without difficulty, can solve arithmetical problems suited to his mental condition is praised as bright and intelligent; while the pupil who is more materialistic in his mental organization, who realizes numbers of things only when they are presented in visible form before him, who can scarcely recognize that two and two make four as an abstract thought, is denounced as 'stupid.' Another pupil has a vivid imagination and, through heredity or association, has a command of words which enables him to describe fluently any event or object, whether actual or unreal; while yet another requires a close inspection of the real thing or a personal experience of it gathered through his senses before he can intelligently express his knowledge concerning it. Is the pupil in each of these last two instances 'stupid,' or has his intelligence merely failed to find its proper channel in the tests presented?

“Of course, there comes a time when it is necessary for the child to enter school and to pursue a prescribed course of studies suited to a majority of children who have reached nearly uniform stages of mental development, and every one is, with a fair degree of reason, expected and required to accomplish the assigned limits as proof of qualification for further progress. To children having average all-round mental capacities, no subject contained in such curriculum presents difficulties varying much in degree or in kind from mental effort required to master any other subject in the course. But to those having some peculiarity of mental organization there are some subjects that do not appeal to their taste or their predilection or their habits of thought. Not all children are equally clever, and no amount of instruction, no amount of training, no application of abstract psychological theories can make them so. The thing necessary to be done is to study the case of the so-called ‘stupid’ pupil; to find out wherein his stupidity lies, to ascertain what compensation for stupidity in one direction nature has made in some other direction. ‘There are diversities of gifts,’ and ‘there are diversities of ministrations.’ To one is given ‘workings of miracles; to another, prophecy; to another, divers kinds of tongues; to another, the interpretations of tongues.’

“The teacher must study the child to learn his gifts, his mental peculiarities, his intellectual capabilities. Not all children develop alike, physically or mentally; not all can be trained or developed alike. No amount of training can make a cart horse win the Derby, but he can be made a very excellent cart horse. The finer mettle of the Arabian makes him superior to the cart horse from an æsthetic point of view, but the cart horse has his adaptations as well as the blooded racer. In each of these cases the training must be suited to the animal trained; so the training of the child, whether ‘stupid’ or ‘active’ must be suited to his particular condition. The teacher must know the child, and then must do all that is possible to develop to the fullest extent whatever is capable of such development. No snap judgment is to be rendered, no excuse is to be entertained for neglecting such ‘child study’ because it is troublesome, because it involves labour and patience and knowledge and skill. If psychology, if child study, if pedagogy mean anything, they mean that it is the teacher’s duty, as it is his

privilege, to learn what each pupil is capable of doing, and then to encourage him to do these things well, and to do distasteful or difficult things to the extent of his ability. In the higher grades of schools and institutions of learning where the pupil has greater liberty in selecting his studies and in following the natural bent of his mind, he may far outstrip his apparently more fortunate 'all-round competitor; and in life's longer, more important race he may win success and honour, and fame, completely reversing the teacher's verdict of 'natural stupidity.' "

Current Events.

As predicted in a former number of the RECORD, the thirty-third annual convention of the Provincial Association of Protestant Teachers was an event of primal importance to the teachers of this province. The interest taken in the proceedings of the various sessions, the intrinsic worth of the papers read and the valuable discussions which they encouraged went to make the convention a memorable one. The first session was held in the McGill Normal School, Montreal, on Thursday morning, the 21st of October, the president, Dr. J. M. Harper, being in the chair; at this meeting the reports of the different committees were read and discussed. The report presented by the association's representative on the Protestant Committee, Mr. N. T. Truell, was listened to with interest, as was that of Mr. E. W. Arthy for the pension commissioners.

The afternoon session was also held in the Normal School and was very largely attended. Several interesting discussions took place, full reports of which appeared in the daily press, and three papers were read, one by Inspector R. J. Hewton, in which he severely criticized the new Canadian History, and a second by Mr. H. H. Curtis, of the Montreal High School, in which he described a successful educational experiment, that of teaching French by the oral or conversational method. Mr. A. G. Racey presented an instructive paper on memory drawing in the schools, and gave directions how best to secure concentration of the mind, so that the image might be borne away in the memory, to be reproduced afterwards. The mind could be forced to retain certain images, which could be reproduced with almost the exactitude of a portrait. This power

would be strengthened with growth, and it would be found to be of the utmost advantage in after life, especially in the domain of illustration, which was now so popular in the magazines and newspapers. He advised the teacher not to hit too hard when she found that she had been drawn by the boy who might yet develop into a famous caricaturist. The Hon. G. W. Ross, Minister of Education of Ontario, also addressed the meeting, drawing attention to the advantages of a school system governed from one centre under government control, as they have it in Ontario.

On Thursday evening there was a public meeting in the Assembly Hall of the High School, when speeches were made by the Mayor of Montreal, Dr. MacVicar, and the Hon. Mr. Ross. The president, Dr. Harper, delivered his inaugural address, a full report of which we hope to give in the RECORD.

The fourth session was held in the High School on Friday morning. Dr. Robins, principal of the Normal School, read a valuable paper on the training of the understanding, and Miss C. Nolan, of Huntingdon Academy, presented a paper on "English Composition," which is reproduced on another page. Miss Radford and Miss Dodds, of the Montreal High School, also read interesting papers. At this session, the report of the Pension Commissioners was read, and the committee on amendments to the Pension Act reported that the bill of amendments drawn up by the Hon. Mr. Ouimet provided for a reduction of the maximum pension to \$600 (which the Committee did not regard as adequate); for an extension of the time when a teacher might claim benefit from the fund, on account of sickness, twenty years' service being necessary, instead of ten; for a refund of the moneys paid into the fund, if a teacher is incapacitated by sickness, after ten, but less than twenty years of service; for a stoppage at the minimum rate of two per cent. and maximum rate of four per cent. upon the salaries of teachers and pensioners; for a uniform and unvarying stoppage of four per cent. upon grants; for an annual Government subsidy of \$10,000, and that School Inspectors should visit pensioners at each one of their official visits to the locality. These amendments had also been approved by the Catholic Committee, it being understood that they had already received the sanction of

both Catholic and Protestant teachers. The Committee had the assurance of the Premier and other members of the Government that its deputation would be heard in committee before any bill amending the Pension Act passes the Legislature. They had, however, appeared before the Protestant Committee on the 19th inst., and protested against two injustices arising from the bill, viz, that it was unjust to tax teachers unequally for the same benefit, and that if the maximum pension, were reduced, as provided in the bill, it was unjust to make this provision retroactive, to the injury of those who had already paid into the fund. It was urged that in the cases of such persons one of the following alternatives should be resorted to: (1) To exempt from the operations of these changes all persons who have paid in stoppages to the Pension Fund in excess of the requirements proposed in the amended act; or (2) to set free from perpetual capitalization such an amount of the capital fund as will make good to such teachers their claims on the Pension Fund; or (3) to return to all such persons from the capitalized fund the amounts which they may have paid in excess of the proposed requirements, with interest at the rate of five per cent. per annum. The Protestant Committee declared itself impressed with the fairness and reasonableness of these demands. The report was adopted.

At the fifth session, held on Friday afternoon in the High School, Mr. Patterson replied to Inspector Hewton's criticism of the new Canadian History, after which several papers of great merit were read. In the course of a well-conceived presentation of "Child-study," Mr. E. N. Brown, of Lachine, said that the "greatest value of child-study was that it made the child an object of new and deeper interest, bringing the teacher into closer and more sympathetic relations with children." Miss Hunter, of the Montreal High School, spoke in an interesting manner of "The Great Epic of the North." The convention then divided into two sections, the Superior School teachers being addressed by Mr. Robert M. Harper, advocate, of Quebec, on "Latin Pronunciation," and the Elementary School section being presided over by Inspector Gilman, who took up the subject of Geography.

On Friday evening, a reception was held in the Peter Redpath Museum of McGill University, the guests being received by Principal Peterson and other members of the

teaching staff of the College. Among those who addressed the gathering, was the Hon. Mr. Justice Lynch, who referred to the power which the teachers of the province had become. They were marching upwards and onwards, and were becoming a mighty influence in moulding the characters of the youth of our land. Continuing, he alluded to the importance of elementary education, which he said was the subject which held the closest attention of educationists in this province at the present moment. In his opinion there was no more important branch of education than the one he had mentioned, and the university should be willing to lend its power and influence to any movement having for its object the betterment of common school education. If Canada was ever to become a great nation the boys and the girls of to-day must receive such education as would fit them to perform their duties as citizens, and this would not be obtained elsewhere than to the common school. Referring to his own appointment as a member of the Protestant Committee, he said that the school system in this province was not what it should be. He contended that they were going on a very wrong principle, and believed that the best minds of the province had taken the narrow view that all boys must pass through the university. It was a mistake. The boy who left his home, passed through the regular curriculum and returned to his father's farm was a hero; but they had very few of that class, and they were poorly qualified to follow in the footsteps of their ancestors. The boys and girls of to-day would have to get their education in the public schools, and by invoking the aid of all the people of the province they would be laying the foundation of a system of education such as had been prevailing in the countries of the Old World. In conclusion, Judge Lynch advocated compulsory education. Mr. John Whyte, member of the Protestant Committee, also spoke, and drew attention to the three chief grounds of complaint against the common school education as it exists, which he said were:—(1) that the standard was too low to qualify teachers to give instruction; (2) that proper teaching apparatus was not to be found in the schools; (3) and that the salaries were too low to secure good teachers. As a possible remedy, Mr. Whyte proposed the levying of a special tax with a view to increasing the revenue for school purposes.

The last session was held in the Normal School on Saturday morning, when Mr. N. T. Truell, of Lachute, read a paper on "The Academies and High Schools" and Miss K. E. Cole, of Barnston, one on "The Model Schools," which will be published *in extenso* in the near future. Mr. Arthy, Superintendent of the Montreal Schools, spoke of "The City Schools." The scrutineers reported the following office-bearers elected for the ensuing year :

President, James Mabon, B.A., Waterloo.

Vice-Presidents, S. P. Robins, M.A., L.L.D., Miss Mary J. Peebles, and Inspector John Parker, B.A.

Corresponding Secretary, W. Patterson, M.A., B.C.L.

Recording Secretary, Inspector J. W. McOuat, B.A.

Treasurer, C. A. Humphrey.

Curator of Library, Miss L. Derick.

Representative on Protestant Committee, Inspector J. McGregor.

Pension Commissioners, H. H. Curtis and S. H. Parsons, B.A.

Executive Committee—Rev. Inspector Taylor, M.A.; Geo. W. Parmelee, B.A.; G. L. Masten, J. A. Nicholson, B.A.; Miss G. Hunter, B.A.; S. P. Rowell, J. A. Dresser, M.A.; Miss H. A. Moore, Miss M. J. Mitchell, Miss E. Hepburn, Miss H. Carmichael, H. J. Silver, B.A.; J. A. McArthur, B.A.; Mrs. Hulsc and H. A. Honeyman, B.A.

Before the meeting was brought to a close, Mr. G. W. Parmelee, Secretary of the Council of Public Instruction, announced a message from the Hon. G. Ouimet, former Superintendent of Public Instruction, thanking the association for the illuminated address presented to him, and expressing his continued interest in the cause of education, especially in the work carried on by the Teachers' Association.

—THE awards for excellence of exhibits of school work for the past year, as announced at the Convention, were as follows :

Academy class : 1st prize, Lachute Academy.

Model schools : 1st prize, Girls' Model School ; 2nd prize, Boy's Model School, both of the McGill School.

Elementary schools : 1st prize, Hinchinbrook (Huntingdon County) ; 2nd prize, Godmanchester (Huntingdon County). In this class also Elgin School received special honourable mention for writing and accounts ; Longueil, for

excellence of work of junior pupils and Ormstown for general excellence of exhibit.

Special mention was also made of the work of the High School, Montreal, as showing the continuous work of the year with particular attention to the industrial work of the manual training department.

—THE special committee named by the corporation of Bishop's College, Lennoxville, has decided that it is not expedient to remove the theological department from its present seat to Quebec. However it is gratifying to notice that the committee must consider the question of providing increased accommodation for students, now said to be urgently needed.

—IT is rumoured that there will soon be quite a decided change in the public school system in Ontario. The change will be in the curriculum of the schools, and branches hitherto untaught will be introduced into the schools of the province. The change will be in the form of the practical. In country schools agriculture will be taught, not the smattering of agriculture which is imparted in an indifferent way as an optional subject, as it is at present, but a thorough scientific course of technical agriculture. In the city schools more technical work will be taken up. In fact, an amount of thorough mechanical education is to be supplied. For some time the Hon. G. W. Ross has been contemplating this innovation. His numerous visits to the various schools in the United States had this object in view. Mr. Ross is said to have been well pleased with his observations and will inaugurate a thorough change almost immediately.

—AN exchange reports as follows, with comments of its own, an incident which took place at a teachers' meeting in a Massachusetts town. A principal "read a paper in which he gave what he considered the requisites for a good teacher, as follows: 'High moral character, accurate and fairly extensive knowledge of subjects taught and of related subjects, professional training, general courtesy, refinement, and good manners. A teacher must stand well in the estimation of the people, must possess a knowledge of human nature, tact, amiability, cheerful disposition, and must have good health.' In the same paper he mentions the fact that in some of the schools the teachers are paid as little as six dollars a week. The

natural conclusion must be that either the good teacher works in B—— for something besides money, or else she never goes to B—— at all."

—A sensational despatch, which has not yet been contradicted, appeared recently in most of the newspapers, to the effect that a teacher in a school in the State of Missouri was beaten to death by his pupils. As a punishment for misconduct, the teacher kept several boys after school was dismissed last night. When released the boys went away angry and later, as the school master was on his way home, they waylaid him, pelting him with stones and clubs. He was knocked down and his skull crushed. He did not regain consciousness and died this morning. The youths have been arrested. If there is any truth in the story, it is to be hoped that a lasting example will be made of the perpetrators of the outrage.

—AT a recent meeting of the Board of Education of New York, a resolution directing the committee on buildings to provide elevator service to play grounds on the roofs of school buildings, so that the public may have access to such play grounds outside of school hours, was referred to the committee on buildings and the committee on instruction. Commissioner Peaslee, speaking for the resolution, said that five school buildings are now provided with roof play grounds. He thought the women and children near these buildings should have opportunity to use the play grounds during the summer months, and at other times when the schools are not in session; and that elevators outside the buildings, not connected in any way with their interiors, could easily be put up.

—ACCORDING to one of our exchanges, the salary of the superintendent of schools of New York city is \$7,500 and he had fifteen assistant superintendents. The salary of each of these assistant superintendents is \$4,000. The combined salaries of the superintendent and his assistants amount to \$57,500.

—SEWING is to be taught to all girls in the classes between the second primary and the fifth grammar grades of the Brooklyn public schools. The instruction is given by the teachers who work under the supervision of the heads of departments and the director of sewing. Miss Hutchinson, the director, is putting the teachers through a

course prepared with a view to fitting them to teach the children. They are shown the correct method of sewing; the needle is threaded, held, and drawn through the fabric in a certain way. Tying the knot with the fingers of one hand is practiced, and then follows actual work in all the forms of plain sewing.—*School Journal*.

—OUR transatlantic friend, the *Journal of Education*, is responsible for the following item. It is advanced, it says, by some educationists, and even by some parents, that athletics have a strong tendency to absorb more time and attention in the schoolboy's life than is always compatible with a fairly good education. Here are two advertisements selected from a Church weekly:—

A boy, under thirteen, with good voice or good at football, might be received in first-class school on exceptional terms.

In the second the bait is more precise:—

Gentleman's son, able to take leading part in cricket and association football, will be received in first-class school at half fees.

Practical Hints and Examination Papers.

HOW TO SECURE ATTENTION.

Attention is the one indispensable in our class recitation. Those who are at a loss to secure attention, it seems to me, have overlooked the fact that by some inadvertence, attention has been lost or weakened, in the outset of the work by a failure to grasp the situation in all of its important bearings. We find, in the beginning of our work, that we are brought face to face with a class of clear-seeing, wide-awake critics, who very soon decide among themselves whether or not the work required of them shall be accepted in a careless, hurrying-over manner or that prompt thoroughness shall be the keynote to every task assigned. To be thorough master of the attention of your class you must have a surprise in store for them, some obscure point to bring out into a clearer light—a point that the class is liable to overlook or slight, and in order to do this successfully you must know all there is to be known about the work required. If nothing else presents itself, in a trite, ordinary recitation you can call attention to a word, give its derivation, meaning and origin.

To secure attention order your work so that all may be reciting at once. Work, healthy, entertaining work, unremitting and thorough, this alone can compel attention wherever the morale of the class has been injured by a clumsy inexperienced teacher who has allowed the attention of the class to be dissipated and lost as a result of giving unwise aid, instead of requiring effort on part of the minds before him. What if failure does come to them? Even when they put forth their best efforts? We only win by failure, and gain strength by exertion. This exertion need not be extended to fatigue, with our enlarged curriculum.

Arrange the work so that we can secure a pleasing alternation of subjects, thus avoiding a surfeit of any one class of thoughts. One must possess the fine mental sense to do this—that corresponds to the musical sense of the composer—must go deep into the harmonies of being and creation, in short, must be master in the true and exalted sense, to touch upon the wonderful instrument of the human consciousness in such a way as to leave nothing more to be desired in the way of development and improvement.

Guard against indolence and apathy in your little realm, as a greater state would guard against an epidemic or plague. Stamp out their first attack with the vigilance of a health officer. Apply an immediate and active remedy in the form of vigorous work. If a student in a reading class manifests a disposition to ignore the recitation while another of the class reads aloud send him at once to the blackboard to write the paragraph just read from memory. If one manifests no interest in the geography lesson, require him to outline the country which is the subject of the recitation, giving the principal parts. In fact, cure inattention by superimposed tasks, judiciously selected with regard to the attainments and capacities of the student.

A teacher must be intensely alive himself to set the pace for a wide-awake class alive to all possibilities and impossibilities of the work he requires to be done. If you wish to drive a spirited team get your lines well in hand and keep them well in hand. There are no easy stages on the rough up-hill road to knowledge. Impress this fact early and often on your class. Have them know that eternal vigilance is the price of superiority and supremacy in any line of life work. Stir the young spirit by every wise

means, and you need not complain of inattention, for be sure the young intelligences placed under our guardianship are all attention at first; at least, this is generally the case. And the question resolves itself into one of controlling and directing the attention spontaneously given at the outset to be guided into right channels and to proper development.—*Educational Exchange.*

HINTS TO SCHOOL BOARDS.

1. Sustain your teachers as long as you keep them.
2. Be as silent as oysters when tempted to speak disparagingly of your teachers.
3. Speak well of the school when opportunities offer.
4. If you object to the ways of your teachers, tell them so privately, but do not proclaim it from the house tops.
5. Do not think that the world has come to an end when an irate parent comes in like a raging cyclone, breathing vengeance from every pore. Soothe him, calm him, tell him to mind his own business, shame him, or—put him out, as occasion demands. The sooner you give him and all others to understand that the teachers are going right on, and that you are going to sustain them, the sooner you will have peace.
6. Do not, for any matter of personal feeling, denounce the teacher and ruin the school.
7. Do not, at least so far as you are concerned, let family or neighborhood quarrels interfere with the success of the school.
8. Give your teachers at least one word of praise to two of censure.
9. If you chance to get an incompetent teacher, ask him to resign or else sustain and aid him in every way in your power, that the best may be made of a bad matter.
10. If you, yourselves, have been teachers, do not try to graft your methods upon the teachers. Each can teach best in his own way.
11. Do not weaken in your support of the teachers in cases of discipline when it chances that certain favoured children are the offenders.
12. Do not think that a young teacher will make no mistakes. Exercise a healthful charity.—*Exchange.*

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 *New Life of Tennyson*, by his son, is reviewed by Hamilton W. Mabie, in a timely article in the November *Atlantic*, and Dr. John Fiske criticizes in a scholarly manner what he terms "Forty Years of Bacon-Shakespeare Folly." Readers of the *Atlantic* will be gratified to find the Contributor's Club once more in the first issue of this standard magazine's forty-first year of publication.

The November number of the family magazine *par excellence*, the *Ladies' Home Journal*, contains an historical article entitled "The First Thanksgiving Dinner," which describes one of the most interesting banquets eaten on this continent, at which Indian chiefs were guests. The departments are all well filled and there is a timely paper containing a host of suggestions for Christmas presents that can be made by the giver.

The November number of the *Canadian Magazine* is an anniversary one, and does great credit to the editor and the publishers. The articles and general appearance are decidedly good. Among the interesting features is the first paper of a series on "The Makers of the Dominion of Canada," by Dr. J. G. Bourinot. The December issue of our national magazine is a splendid Christmas number and contains, besides the usual readable matter, poems and stories appropriate for the holiday season.

We have received the initial number of a periodical called the *School Music Journal*. This monthly magazine, "devoted to the interests of music in schools," is published in New York, and promises, if the first number be any criterium of what is to come, to be a successful venture. The subscription price is one dollar a year, which should be sent to the School Music Journal Company, United Charities Building, New York, U. S. A.

In the *Monist* for October, 1897, are several philosophical articles of great worth. Professor Lloyd Morgan discusses "The Realities of Experience," and Dr. Topinard continues his treatment of "Man as a Member of Society." Dr. Paul Carus, the editor of the *Monist* and other scientific publications, has a critical article on "Professor Max Müller's

Theory of the Self." The *Monist* is published by the Open Court Publishing Company, Chicago, U. S. A.

COLUMBUS SYSTEM OF VERTICAL WRITING, published by John Kehoe, 28, Barclay Street, New York, is a series of six copy books carefully graded. The vertical system of writing is fast gaining in popularity with thinking educationists, among the arguments in favour of it being, hygienic advantages, legibility, economy of space, ease of teaching. Besides, we have always regarded it as the salvation of the naturally poor writer. Another special feature about the Columbus System is the shape adopted for the books which is a compromise between the "book no wider than a sheet of note paper," and the very long book so generally used heretofore. This, we think, is an advantage, in view of the medical opinion that no child should be required to write a line longer than seven inches.

HART'S COMPOSITION AND RHETORIC, published by Eldredge and Brother, Philadelphia, is a new and revised edition of a standard text-book. The present revision has been made by Dr. James Morgan Hart, Professor in Cornell University, son of the author of the original work. Part I, dealing with style, has been little changed, but two new chapters have been added on Metre and Poetry. Part II, which treats of Invention, is however wholly the work of the reviser. A book like this, which has made a reputation for itself, needs little further recommendation. The arrangement of the matter, which constitutes an exhaustive treatment of the subject, is admirably arranged; and the very complete index makes the work not only a valuable text-book, but also a book of reference.

A DAUGHTER OF HUMANITY, by Edgar Maurice Smith, published by the Arena Publishing Co., New York. This is a romance with a lesson, and a lesson which our large cities cannot learn too soon. The author has a well-balanced style, and, with the publishing chances that have befallen our greater *littérateurs*, he is sure to come to the front. His experience as editor of the Montreal *Metropolitan* has given him an insight into social affairs which will stand him in good stead as a novelist. His first book will, no doubt, be highly appreciated, and make way for another successful literary career among our Canadian writers.

THE STORY OF THE ALAMO, a brochure by E. D. Fielder, and published by the *Youth's Advocate*, a paper for young people which has its home in Nashville, Tenn., is a graphic description of the event known in American history as the "Fall of the Alamo." It is a most interesting booklet, the subject matter being so arranged that the progress of events can readily be traced leading to the climax which was reached at San Antonio, Texas, on the sixth of March, 1836.

Official Department.

PROVINCIAL ASSOCIATION OF PROTESTANT TEACHERS.

REGULATIONS RESPECTING EXHIBITS OF SCHOOL WORK.

(In force November 1897.)

1. The regulations governing the preparation of school exhibits have been made to harmonize with those governing the preparation of specimens of school work for the Honourable Superintendent of Public Instruction, so that one and the same effort on the part of a school will satisfy both requirements. To this end the Department has concurred in the following arrangement:
 - (a) **ELEMENTARY SCHOOLS.** School Inspectors are authorized by the Superintendent to have the specimens required by Regulation 9, sec. 9, of the Protestant Committee's School Code prepared in accordance with the rules hereinafter enumerated, to retain them for exhibition at the Annual Convention of the Provincial Association of Protestant Teachers, and subsequently send them to the Department of Public Instruction.
 - (b) **SUPERIOR SCHOOLS.** The specimens of work annually sent to the Department from these schools may be made up in *two parts*, ONE marked "*For exhibit at Convention*," THE OTHER not so marked; and the Department will forward to the Convener of the Exhibits Committee, at the proper time, all packages marked "*For exhibit at Convention*."
2. Elementary Schools must send in specimens of school work from *six pupils*, in writing, arithmetic, map-drawing, drawing and English composition; and from at least *three pupils* in book-keeping.

These specimens (33 in all) must be selected from Third and Fourth grades and from no others. Drawings must be from authorized text-books or developments of types contained in such text-books.

3. Superior Schools must send in *three* specimens from each of at least four grades in Academies and of at least three grades in Model Schools, (the lowest grade being Grade I Model School), in each of the following subjects, viz:—Writing, arithmetic, map-drawing, drawing, book-keeping, algebra, geometry and English composition.
4. The Elementary Schools of Montreal, Quebec, and Sherbrooke, and Elementary Departments of Superior Schools shall compete with one another, and form a separate class.
5. Specimens of Kindergarten, Botanical, and Industrial work may be sent from any school. Such shall be styled **SPECIAL EXHIBITS**.
6. Schools are recommended to prepare their specimens on authorized paper (8 x 10 inches). Any school, however, may submit its specimens on any other suitable paper of uniform size and mounting.
7. All specimens shall show (a) the name of the school and municipality from which they come, (b) the name, age, and grade of the pupils whose work they are, (c) the school year in which the work was done.
8. All specimens must be the *bona fide* work of the pupils whose names they bear, and must have been prepared within twelve months previous to exhibition.
9. All exhibits must be sent addressed to "Exhibits Committee, McGill Normal School, Belmont Street, Montreal," so as to reach their destination *at least two days* before Convention opens.

Exhibits of Elementary Schools must be sent through the Inspectors of their districts; Exhibits of Superior Schools through the Principals or the Department.

10. Prizes and Certificates will be awarded annually as follows:—
 - (a) Two prizes, consisting of school apparatus, of the value of \$10.00 and \$7.50 for the best exhibits sent in from High Schools and Academies under the above regulations.

- (b) Two prizes of same value and under same conditions for the best exhibits from Model Schools.
 - (c) Two prizes of same value and under same conditions for the best exhibits from Elementary Schools.
 - (d) Two prizes of same value and under same conditions for the best exhibits from the Elementary Schools of Montreal, Quebec and Sherbrooke, and the Elementary Departments of Superior Schools.
 - (e) One prize of the value of \$10.00 for the best *special exhibit*.
 - (f) Certificates of Standing to schools taking prizes.
 - (g) Certificates of Honour to schools not taking prizes or debarred from competing, but sending in exhibits (ordinary or special) of remarkable merit.
11. No school obtaining a first prize is eligible to compete again for prizes for three years; and no school may receive more than one prize for ordinary exhibits in one year.
12. The Executive Committee at its first meeting after each Convention shall appoint a Sub-Committee on Exhibits, whose duty it shall be:—
- (a) To receive and display exhibits.
 - (b) To appoint three judges to award prizes and certificates, and to receive their report.
 - (c) To see that exhibits fulfil the prescribed conditions, and to arrange and classify before submitting to the judges all exhibits entitled to compete.
 - (d) To return exhibits after the close of Convention. *To secure their safe return all exhibits must be distinctly labelled. Ordinary exhibits must be fastened and protected between stiff covers; and special exhibits sent in suitable boxes or cases.*
- This sub-committee shall continue in power until its successors are appointed, and shall report to the Executive Committee.
13. A grant not exceeding One Hundred dollars shall be made annually to defray the expenses of the Committee on Exhibits.
14. It shall be the duty of the Corresponding Secretary of the Association to notify prize winners, and to arrange with the Treasurer for the distribution of prizes and certificates, within a month from the close of each Convention.

NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, on the 4th of October instant (1897), to make the following appointments, to wit :

School Commissioners.

County of Bonaventure, Paspébiac :—Messrs. Napoléon Aspirot and Abel Chapados, continued in office.

County of l'Islet, Lac Noir :—Messrs. Pierre Blier and François Pellerin, continued in office.

15th October.—To make the following appointments, to wit :

School Commissioners.

Two Mountains, Saint Scholastique :—Mr. Félix Lafrance, to replace Mr. Hyacinthe Fortier.

Montcalm, Rawdon :—Mr. Edmond Morin, to replace Mr. John Woods.

Terrebonne, Saint Jovite :—Mr. Charles Renaud, to replace Mr. Charles Saint Aubin.

His Honor the Lieutenant-Governor has been pleased by order in Council, dated the 15th of October instant (1897), to detach from the municipality of Egan, county of Wright, the following lots of the township of Egan, to wit : lots 39 to 45 included of range B, and lots 44 to 58 included of range C, of the said township, and annex them, for school purposes, to the municipality of "Aumond," in the said county of Wright.

21st October.—To detach from the municipality of Stanfold, Arthabaska, the following lots, to wit : Nos. 25, 26, and the west $\frac{1}{2}$ of lot No. 24 of the Xth range of the township of Stanfold, and Nos. 24, 25 and 26, of the XIth range of the said township of Stanfold, and to annex them, for school purposes, to the municipality of Sainte Victoire, in the same county. This annexation to take effect on the 1st of July next (1898).

29th October.—To detach from the school municipality of Saint Vincent d'Adamsville, county of Brome, lots No. 1 to No. 8 included, of the first range of the township of Farnham East, and annex them to the school municipality of Sainte Rose de Lima de Sweetsburg, county of Missisquoi. This annexation to apply to Roman Catholics only.

6th November.—To appoint Mr. Henry Harris, school trustee for "Sellarville," county of Bonaventure, to replace Mr. Alexander Harris, whose term of office has expired.

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