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**Articles : Original and Selected.**

CHRISTIANITY AND EDUCATION.

The action of the Protestant Committee in revising, at the suggestion of the Bishop of Quebec, that portion of the Course of Study which deals with Scripture knowledge, cannot but lead our teachers to consider how far moral drill in school may legitimately find strength from the true religious training. Christ's commandments embody a higher standard of morality than the ten commandments, and yet how few of the children attending our schools can repeat ten of them as readily as they can the ten commandments given to Moses. Christ's example is surely a safer guide than the example of the prophets, judges, or early kings of Israel and yet how often the minutiae of their lives are taught to the neglect of that biography which is the record of a new civilization introduced to the notice of men eighteen centuries ago. If our teachers will take the pains of reading the following article by Dr. David Hill on "Christianity and the Problems of Education," the truth cannot but be born in them that there is some need for a fundamental reform in the school-work of the present time.

The unfolding of a human being, says Dr. Hill, like the growth of a plant, depends largely upon its surroundings. What soil, air and sunshine are to the plant, family influence, social customs, and public opinion are to the child. Long before conscious purposes of human development were formed education existed; before the imitative instinct in the presence of unreflecting example is sufficient to call into action many of

the human faculties. A continuity of life runs through all human history and our education began before we were born. The principle of heredity extends not only to organic descent, but also to intellectual and moral development. Language, literature, law, and science constitute a veritable inheritance. Each generation may begin where its predecessor ended, but on the condition of some organizing effort to acquaint the young with the history and acquisitions of the past. This, however, even very crude peoples undertake and accomplish. Ideals of human life, consciously or unconsciously, are formed in the mind, and these become the educational types of different ages and nations. At last they are gathered in a conscious purpose. Institutions are then created to mould the young after the ideals, and thus education comes to be a social function.

To educate a child is to enable it to fulfil its life-plan and realize its destiny. Organized educational work involves the clear conception of an end to be attained, the conscious apprehension in clear-cut form of the child's nature and future. Every people advanced beyond the rudimentary condition of savagery has such an idea of the end to which education furnishes the means. "The national education," says Dr. Barnard, "is at once a cause and an effect of the national character; and accordingly the history of education affords the only ready and perfect key to the history of the human race and of each nation in it—an unfailing standard for estimating its advance or retreat upon the line of human progress.

2. Among the oriental nations the individual counts for nothing. His destination is a place in a complex, stationary, and completed social framework, and his education is shaped with the end of adjusting him to his place. In China the mind looks backward, never forward, and the type of culture may be called ancestral. Every human being is taught to be like his fathers, to reverence them as deities, and all personal spontaneity is rigorously repressed. The caste discipline of India is similar in its retrospective tendency, training every child, according to the one of four castes to which he belongs by birth, to take the place of his forefathers. Persian education is built upon the stability of the State, and service to the sovereign is the end of all endeavor. The ancient Hebrews moulded the young upon a theocratic pattern more elevated and noble than any other oriental conception, shaping the entire life for service to God, and thus placing the moral development above the intellectual.

3. The classical nations of antiquity regarded the State as the end of existence, the individual as a desirable object, but

only as subsidiary to the ulterior purpose of glorifying public life. The Greek and Roman theories of education—the martial training of Lycurgus, the æsthetic culture of Pythagoras, the dialectic practice of the Sophists, the philosophic politics of Cicero, and the rhetorical system of Quintilian—all contemplate the preparation of the few for whom these phases of education were designed for the public duties of citizenship. Nowhere in antiquity, nowhere outside of Christendom do we find the full and harmonious development of man for his own sake regarded as the end of education.

## II.

1. With the advent of Christianity a new conception entered the minds of men. It was not distinctly formulated either by the Founder of Christianity himself or by any of his chosen apostles, but its germ was latent in the new idea of man. "Be ye perfect," said Jesus, "even as your Father in heaven is perfect." At first this perfection was understood as a moral perfection, a growth in righteousness. But reflection has developed this new idea into a vastly broader and more symmetrical one. It was much to conceive of man as capable of any form of perfection and to place this before him as a goal to be attained by every individual. Holiness is wholeness. Slowly but logically the conception has grown into the modern Christian ideal of education. Not only moral character but intellectual power belongs to that Being in whose image man is created. The realization of man's complete nature as the image of God involves his growth of mind, his perception of plan and wisdom in the creation of the world. Each day should add some new lesson in the divine tuition. As a son of God, study becomes to him a part of worship. "To know, in order to be," is the new maxim of Christian faith.

2. We must not forget, however, that this now familiar contemporary idea is recent and has a history that has led to doubt concerning the attitude of Christianity toward certain forms of culture. In the early centuries of the era which it has created, Christianity claimed no alliance with the intellectual forces of the world and introduced no scientific renaissance. Its primary work was moral and spiritual, and this required other instruments than mental culture. Its next task was the humanizing of the Northern barbarians, whose multitudes were brought to the standard of the cross by moral object lessons rather than by a scientific process. The time was not ripe for the unfolding of these resources of

knowledge that lay concealed, awaiting the preparation of the nations for their discovery and utilization. The first need of the world was a moral regeneration. This Christianity gave. The next was the refining and civilizing of the Northern races. This also Christianity supplied amid the ruins of the Roman Empire. It did it through those schools, now scoffed at as barren and unproductive, in which the intellect of Europe was drilled in the processes of dialectic, and rendered capable of logical analysis. It was a needed schooling, the only one the age could bear. Then followed the training in the old humanities, the opening and exposition of the ancient classics, lost books to the land that produced them, new books to the races of the North, at the period of the revival of letters. Finally, the trained and sharpened intellect was turned toward nature, whose great banquet board of truth lay all untouched, ready for the eager appetite. The modern sciences became the food of the robust mind, made powerful and agile in the palaestra of scholasticism. "The past," says Emerson, in rebuke of the modern scoffers, "has baked your loaf, and in the strength of its bread you would break up the oven." "Not a man in Europe now," as John Henry Newman reminds us, and he might have said in America also, "who talks bravely against the Church, but owes it to the Church that he can talk at all."

There are two co-equal elements in true human education: discipline and instruction. Christianity has neglected neither. The first requisite in every person's training is moral discipline. That was Christianity's first gift to the world. It trained men to reverence and love truth, to suffer for it, to die for it. The next need is power of analysis. This was given in the much-abused scholasticism. The rude nations of the North had known nothing like it. It was to them what a problem in algebra is to a modern schoolboy, a lesson of priceless value though the answer itself may be unimportant. Then comes the need of information. The past rose up to instruct men through the lips of Homer and Plato, Cicero and Caesar. But the present also required a voice. The past supplied a language. Astrology becomes astronomy, alchemy becomes chemistry, geology and biology and the other newborn sciences appear. What are they, all of them, but the facts of nature poured into the moulds of logic which scholasticism had prepared; their very names, the "oligies," signifying the special logics?

3. It cannot be truly said that Christianity has been the foe of knowledge. It has preserved what antiquity possessed, and prepared for and incited to what the present has discovered.

It must be admitted, however, that it places moral before intellectual development, but who that reflects will not? "Seek ye first the kingdom of heaven," said our Lord, but immediately added, "and all these things"—the necessities of human life on its loftiest as well as on its lowest plane—"shall be added unto you." Asceticism, it is true, was abnormally developed in the early church. It cultivated a spirit of "other worldiness," as George Eliot calls it, repressing the body and its pleasures, and creating a hatred of the world. Such was not the spirit of Jesus or his immediate disciples. They overcame the world, indeed, but not by destroying it. Their triumph was a moral victory, not a physical attention. Christ came eating and drinking, he sought the companionship of men, he honored marriage and maintained the sacredness of family life, he blessed the little children, and taught his disciples to trace the presence of God in nature, he prayed in his last recorded petition for his own, not that they might be taken out of the world, but that they might be kept from the evil. If Tertullian and Chrysostom and Jerome condemned all intercourse with the world, and all seeking after natural knowledge, others, as Basil, for example, warmly commended culture. "We ought to be armed with every resource, and to this end the reading of poets, historians, and orators is very useful," says Basil. Charlemagne wisely wrote: "Although it is better to do than to know, yet it is necessary to know in order to be able to do. Hence we admonish you not to neglect the study of the sciences." Throughout the history of our era we trace the affinity of the Christianized mind for every noble form of knowledge, and yet it must be confessed that Christianity everywhere gives the first place to personal righteousness.

4. If the perfection of the Christian idea of education seems the result of a slow development, it forms no exception to the general law of growth. Christianity has had to deal with men as it found them. It has converted pagans into Christians, barbarians into scholars, dialecticians into scientists. If an ecclesiastical hierarchy at Rome has impeded rather than advanced the progress of human knowledge, it is not because it has been fettered by any doctrines of Christ, but because it has been governed by a selfcentred conservatism. The "Holy Roman Empire" was as distinctly a human creation as the Empire of the Caesars. Papal obstructiveness to scientific progress has been a purely strategic policy prompted by the instinct of self-preservation. It has ignominiously failed, though Christianity itself has triumphed. Of all the intellec-

tual influences that have ever appeared in history, Christianity alone has matured its fruit. Arabian learning was, indeed, brilliant, but proved short lived. It lacked the element of intellectual vitality—consecration to truth. It appealed to the sword instead of to the soul of man, and perished by the sword it had unsheathed. Romanism has proved retrogressive and incapable of leading civilization, because it has been wanting in faith. Professing exclusive authority from God, it has feared to trust the reason and conscience which God placed in man for the study of God's word. Its last and losing battle has been in the struggle to confine the mind to the study of those "humanities" which in the beginning it treated with distrust, the classic writings of paganism. It has resisted that naturalism which prompted the scientific movement and pervades the intellectual training of to-day. It has staked all on the ridiculous tenet that heathen classics are more compatible with Christian faith and life than communion with God's works in the realm of nature. Even Protestantism has but slowly and reluctantly broken from the chain of tradition that held men to merely verbal study; but following its better lights, it has cast the chain aside, and the investigation of nature is now led, as it should be, by Christian men.

5. It was the gentle pastor Commenius who, in the seventeenth century, put in final phrase the Christian ideal of education. "Education," he says, "is a development of the whole man." A Christian poet, John Milton, in the same age, phrased the doctrine thus, "The end, then, of learning is to repair the ruins of our first parents by regaining to know God aright, and out of that knowledge to love him, to imitate him, to be like him, as we may the nearest by possessing our souls of virtue, which, being united to the heavenly grace of faith, makes up the highest perfection. But because our understanding cannot in this body found itself but on sensible things, nor arrive so clearly to the knowledge of God and things invisible, as by orderly conning over the visible and inferior creature, the same method is necessarily to be followed in all discreet teaching. And seeing every nation affords not experience and tradition enough for all kinds of learning, therefore we are chiefly taught the languages of those people who have at any time been most industrious after wisdom; so that language is but the instrument conveying to us things useful to be known. And though a linguist should pride himself to have all the tongues that Babel cleft the world into, yet if we have not studied the solid things themselves, as well as the

words and lexicons, he were nothing so much to be esteemed a learned man as any yeoman or tradesman competently wise in his mother dialect only." This remarkable passage at once sets forth, in its quaint fashion, both the end and the method of true education, acknowledging the equal claims of the humanities and the sciences; and may be regarded as the most succinct and satisfactory judgment that has yet been uttered on the philosophy of human development.

### **Editorial Notes and Comments.**

In reading the article on the first page of our present issue many of our readers will probably take pains to compare the school morality of to-day with that of the years that are with us no longer. Let us hope that such a comparison will result in favour of the morality that prevails in our schools of the present time. And yet how grotesque does the command "If a man strike thee on the one cheek turn to him the other also" still appear to the boy who seeks to hold his own in the play-ground; just as grotesque perhaps as it appears to the saintship saturated with that certain kind of religiousness which still believes in persecution and back-biting to the last degree. The boy who does not hit back is still too often greeted on our play-ground with the ugly name of coward, just as the citizen who, beset with the evil tongues of jealousy and rancour, keeps on the even tenor of his way, is accused of having a skin callous to the most uncivil disparagements.

—The spirit that classifies those who come to us from the mother land as foreigners possibly may find an excuse for such narrowness of view in the fact that some of the people of Prince Edward Island still call Quebecers and Ontarians foreigners. Even the enlightened and cultured citizen of Toronto is still inclined to greet a teacher from the other side of the Atlantic, when he comes out to fill a position in one of their institutions, as a man of no national status. We feel assured that no one in Montreal will think of giving the new principal of McGill University a greeting in which there is any such silly animadversion. An article in the *Witness* lately exposed the absurdity of calling a graduate of Oxford a foreigner when he comes to Canada, and we think it worth repeating.

—We are not prepared, says that paper, to follow Alderman Wilson, member of the Board of School Commissioners, in looking upon Oxford graduates as foreigners or in handicapping



them in the race for positions in our educational system. We cannot deny that there is something to be said if the word foreigner were explained to mean one whose views of almost everything are foreign to those which prevail in Canada. An Oxford man has been brought up where society is divided into strata in which members of the upper strata treat those of the lower with the kindest allowance, provided always that the distinction between them is in all things acknowledged, and where a respectable, fairly educated and perhaps well-read man who holds a good position among his fellows, both in social organizations and in his Church, and who is known among them as Mr. Thompson, must among his superiors be called "William" or "John" or "my good man." An Oxford man generally comes from conditions of society in which "dissent" is held in contempt and "dissenters" are looked on as vulgar, and find it made difficult for them to rise above the imputation, conditions in which total abstinence and other excellent customs which prevail here are treated as troublesome and silly fads. In many ways, then, an Oxford man, newly arrived, may easily find himself in an atmosphere quite foreign and necessarily disagreeable to him, if not contemptible in his eyes, and may easily become among our young people an apostle of a code of morals distinctly lower than that under which they have been brought up.

On the other hand, Oxford, and we are taking Oxford here as representative of English schools, is a centre of a very solid learning. Precise information and close thinking are characteristics of the training it gives. To banish English learning from our country would be the most barbarous act since the Caliph Omar burnt up the Alexandrian library. There are one or two things, moreover, besides learning that we can well afford to import from England, and cannot afford not to. One of these is the English language. Few will, we presume, question the fact that the Queen's English is deteriorating among us. We speak less correctly than we did a generation ago, and that because we are by so much time removed from close contact with the original fountain of the language. We do not say that the English do not speak as well as they might. We do not see any good reason for making diphthongs of pure vowels or for the elision of the *r*, which are characteristic of even good English pronunciation, nor do we see why people who desire to learn good English from these people should exercise themselves chiefly in their obvious defects. But we do say that the rustic English which has

overflowed upon us from beyond the boundary line, and which has gained nothing by the change of climate, having incorporated new faults all our own, will be much advantaged by an admixture of the language as used at English centres of learning, and can probably only be purified by such contact.

Again, an Oxford man is often a gentleman. The cultured classes in England have through long generations given their best attention to the amenities of life, a thing which we have not had time to do. Why should we not appropriate what we may of the benefit of all this study and practice? In manners we have much to learn, and while we should revolt against any enforced inferiority to the gentlemen class, we have to acknowledge an actual inferiority in this respect. The manners turned out from our schools are simply bad. Manners are no part of the course. Nor do we see in the machinery of promotion on which Mr. Wilson lays stress a very ready way to make things different. We have every respect for the true worth of those who work their own way from humble beginnings, but there is something obtainable from lifelong contact with refined manners and elegant bearing from which these are to some extent shut out, and which is nevertheless an excellent thing in a teacher who, graceful or ungraceful, gracious or ungracious, the children will surely imitate. Other things being equal, that is, supposing teaching capacity, Christian character and a sympathy with the conditions of society here, we prefer for a model to set before the young the inbred gentleman or lady. On the whole, we may say that we have no sympathy with the exclusion of any foreign product which may supply the needs of our people, but we can much better afford to shut out the food and clothing from various lands which Canadians would like to buy than to shut out the learning and culture that are offered to us for the asking. We are constantly gaining the most excellent commodities by the importation of what Mr. Wilson terms foreigners. We gained much when we got Mr. Wilson.

—The *Chronicle*, in referring to the appointment of Dr. Petersen to McGill, which yet may or may not take place, says:—

“The appointment of a Principal to a University like that of McGill College,—the strongest educational institution in the Dominion,—is an event of national importance. In June, 1893, owing to ill-health, and the wish to spend the remaining years of his useful life in special scientific investigations, Sir William Dawson resigned his post in the University. The resignation, with great regret, was accepted by the Board of Governors, and

the authorities have ever since been casting about for a strong man to replace the retired Principal. There have been no lack of applicants, but the Board acted wisely in not deciding too soon. At length a gentleman has been chosen, and from all accounts, it will be seen, we think, that a worthy successor to Sir William Dawson has been selected. The task was, by no means, a light one. The new comer is rather a famous man, and his skill as a teacher weighs well with his other qualities. To these he adds kindness of disposition and genial, courteous manners. His name is William Petersen, M.A., LL.D., Principal of Dundee University. He began his work at the Royal High School of Edinburgh. After a distinguished course, he entered the University, and when he was graduated, although the youngest man of his year, he headed the list of first-class honors. He took the Greek Travelling Fellowship, and pursued his studies, for some time, on the continent. When he returned, he was elected to the MacKenzie scholarship, and afterwards gained an open scholarship at Corpus Christi College, Oxford. In 1876, he took the Ferguson scholarship, which was competed for by candidates from all the Scottish Universities. He returned from Oxford, after graduating with honors, and was appointed Assistant Professor of Humanity (Latin) in Edinburgh University, and in 1882 he was unanimously chosen Principal of University College, Dundee. In January, 1885, the University of St. Andrew's granted him the honorary degree of LL.D. Dr. Petersen is a fine administrator, and McGill is to be heartily congratulated on securing his services.

### **Current Events.**

—We have published in this number the directory of the teachers of our schools. The following we have not yet heard from:—Cowansville, Bolton Centre, Cookshire, Leeds, Lennoxville, New Richmond, Rawdon, Windsor Mills.

—The large attendance at the Normal School this year, incident on the new regulation referring to the appointment of trained and experienced teachers only in our superior schools, is an evidence that we are moving in the direction of our necessities, that these teachers will take with them to their schools in the towns and villages of our province, when they leave the Normal School, a zeal to prove that the teacher, for the most part, makes the school. The training which they will receive at the hands of Dr. Robins and his colleagues will enable them to further the cause of education by showing directly to

parents and commissioners the effects of modern methods of imparting instruction to their pupils.

—The University of Chicago was two years old on the 22nd of last month, and its friends say that no similar institution has ever made such progress in the same space of time. When it was first established there were but four buildings on the campus; now there are seven dormitories, two well equipped laboratories, each built at a cost of \$250,000; a museum, the Cobb lecture hall, the temporary library and gymnasium, and the temporary building for astronomical work. In addition, the Yerkes Observatory and a house for the president are in course of building. More than \$2,000,000 has been added to the funds of the university. The faculty, at first a mere handful of instructors, now numbers 157, some of whom are men of world-wide reputation.

—The triumph of Miss Kate Windschied in being graduated from the old University of Heidelberg, with the title of Doctor of Philosophy, is a triumph for all German women. She is the first woman to win this distinction in Germany, and she won it from the proudest and oldest University of the Fatherland, and against prejudice and traditions which had heretofore been insurmountable.

—FEWER CHILDREN IN A ROOM.—It is obvious that the young woman with fifty-six pupils before her is attempting what no mortal can perform. I suppose it is practicable for one young woman to hear the lesson out of one book of all the fifty children before her during the hours of the school session, and keep a certain amount of watch over the children who are not reciting their lessons, providing the grading is almost perfect, and we are going to be satisfied with "uniform" results. But the new teaching is of quite a different character. It requires alertness, vitality and sympathetic enthusiasm. It is exhausting. Virtue goes out of the teacher at every moment. What is the possible remedy? To double the number of teachers would not be too much; for twenty-five or thirty pupils are quite enough for one teacher to grapple with. The individual requires teaching in these days, and no teaching is good which does not awaken interest in the pupil.—*President Eliot.*

—The academic dress in Melbourne university is to undergo a change. The hoods of Bachelors of Science will in future be of moss green silk edged with white fur, instead of light brown silk, and the gowns of Doctors of Science made of moss green silk with black velvet collar, and hood of scarlet silk, lined with

moss green silk, instead of dark brown silk, black velvet collar, and hood of black silk, lined with dark brown silk. It has been suggested that in future there should be one color in each faculty, so that directly the color was seen it would indicate to which faculty the wearer belonged. The *London Journal of Education* sarcastically remarks: "The effect of such a vital change as this should be to make ladies more eager for degrees than ever. Their choice of a faculty might come to depend on their sense of color. Moss green, for instance, would not suit all complexions. On men, too, who have also their vanities, such reforms might have a demoralizing effect."

—Dr. Goriensky, a Russian physician, claims to have found that the juice of raw cranberries given freely, pure or diluted with an equal part of water, is an excellent means of relieving thirst and vomiting in Asiatic cholera. The author's observations in fifty cases have shown in a number of patients on whom ice and narcotics fail to make the slightest impression, the administration of cranberry juice in small but frequently repeated doses rapidly checks both vomiting and nausea. The author lays stress on the fact that the harmless juice has a perfect destructive action on the cholera vibro.

—Harvard College is to try the experiment of having a medical adviser and medical inspector of the university. Dr. Geo. W. Fitz, a graduate of Harvard Medical School and instructor in physiology and hygiene in the Lawrence scientific school, has been chosen for the position. As medical inspector he will look after the sanitary condition of the dormitories and other college buildings. As medical adviser it will be his duty to observe, as far as he can, the health of the individual student. His first and more formal duties will be to enquire into every case of sickness among the students as soon as he hears of it, and to see that the sick man is being properly attended. Ventilation, everything, in fact, which concerns the health of the university and of its individual members, will be under the oversight and direction of Dr. Fitz.

—Cambridge University, Cambridge, England, is reported to have 12,927 living members, or graduates and students combined. Of these 6,826 have taken the M.A., or some higher degree; 3,262 are bachelors, and 2,839 are undergraduates, a decrease from last year of 191 members and 73 undergraduates. Oxford had nearly 3,200 undergraduates in 1893-94, which was about the number of students at Harvard.

—Messrs. Allen and Sachtleben, the young American students who made a bicycle tour across Asia, dispelled one

illusion concerning the ignorant Chinese. Writing in the September number of *The Century* of their arrival at the city of Lanchou-foo, they say: "On the commanding heights across the river we stopped to photograph the picturesque scene. As usual the crowd swarmed in front of the camera to gaze into the mysterious lens. All the missionaries we had met cautioned us against taking photographs in China lest we should do violence to the many popular superstitions, but the only trouble we ever experienced in this respect was in arousing popular curiosity. We soon learned that in order to get something besides Chinese heads in our pictures it was necessary first to point the camera in the opposite direction, and then wheel suddenly round to the scene we wished to take."

—Female physicians are in demand in Russia. They fill an important place, their practice being confined exclusively to their own sex and to children. The number of women devoting themselves to this kind of employment is exceptionally large. To furnish those entering upon it with the best facilities for preparation, a Woman's Medical Institute is to be established in St. Petersburg, under the direction of the Ministry of Education. When it is known that there are twelve million Mohammedans in Russia, and that Moslem women will not allow male physicians to treat them, and only in rare instances enter the nurseries which are connected with their departments, it is manifest, what a grand opportunity, and what a pressing necessity there is for female physicians throughout the Czar's dominions.

—Dr. Joshua G. Fitch is the popular educational man among all classes in England. He is now seventy years old, having been born in 1824. After completing his studies in the University College, London, in 1852, he became vice-principal of Borough road training college, and in 1856 he succeeded Dr. Cornwell as principal. In 1863 he was selected as one of Her Majesty's inspectors of schools, and during his thirty years' service has rendered invaluable assistance in all the various stages connected with the state organization of elementary education. In 1877 he became chief inspector for the eastern division, and finally in 1885 was appointed inspector of training colleges for women. Besides the duties in these positions he has discharged others equally onerous, such as assistant commissioner (1865-1867) to the schools inquiry commission and as special commissioner on the educational prospects of the large cities of the country. Both of these related chiefly to the grammar schools and his reports were documents of the

greatest help to the government. In 1888 Dr. Fitch visited the United States and received most generous recognition and his "Notes on the American Colleges and Schools," first printed in the English blue book, ultimately were widely circulated in the States. It is said that Dr. Fitch is almost as well known in America as the Rev. Dr. Quick, and his articles always receive a hearty welcome and wide circulation there. In 1882 Dr. Fitch delivered a series of lectures at Cambridge University on teaching, and these addresses were afterward enlarged and form the well-known "Lectures on Teaching," a book which has had a world-wide circulation. He is a fellow of his university and acts as an examiner in English language and history. He is also a Chevalier of the French Legion of Honor; needless to add that he is connected with many colleges and educational foundations. He is a living educational power in England and has been the source of the highest ideals that evidently stand before the teachers beckoning them to greater excellence.

—Mr. Alvan F. Sanborn, of the Andover House, in the *North American Review*, gives some interesting statistics as to the taste of poor children in literature. "Daily association and talk with the children, he writes, "leaves no room for doubt that, with their choice allowed free range, fifty percent of the entire output would have been fairy stories, and at least half of the remaining fifty percent 'war books.' Stories of school and home life, manuals of games and sports, funny books, ballads and narrative poems, and adaptations of natural and applied science are received with some degree of interest. The old favorites, 'Robinson Crusoe,' 'Swiss Family Robinson,' 'Arabian Nights,' 'Tom Brown,' 'Uncle Tom's Cabin,' and 'Mother Goose' charm here as everywhere. Of the standard novelists, Cooper, Scott and Dickens are read, but with no great degree of ardor. Calls for special books may often be traced to changes of programme at the theatres. Thus a temporary demand was created for 'Oliver Twist,' 'Rip Van Winkle,' 'The Merchant of Venice,' 'The Three Musketeers,' and even for Tennyson's 'Becket.' The reason for such other special calls as Erekmann-Chatrion's 'Citizen Bonaparte,' Hawthorne's 'House of the Seven Gables,' Scott's 'Marmion,' the lives of Havelock, Clive, Grattan, and Sir Francis Drake, George Eliot's 'Daniel Deronda,' and Tom Moore's 'History of Ireland' can only be surmised. . . . It is interesting to note that the girls read boys' books with avidity, while the boys will not knowingly touch girls' books. If a boy gets

a girls' book home by mistake, he hurries it back with the frankest expressions of disgust."

—During the Lenten season Bishop Watterson, of Ohio, announced to the clergy in his diocese that he would withdraw his approbation from Catholic societies or divisions thereof that were officered by those engaged in the manufacture or sale of intoxicating liquors; he also instructed the clergy to refuse absolution to saloon keepers who violated the law. The matter was lately laid before Monsignor Satolli, apostolic delegate, who approved of Bishop Watterson's order. This decision carries to an extreme a policy of opposition to the liquor traffic adopted by the Third Plenary Council in Baltimore in 1885. It does not bind bishops of other dioceses to follow the same course, but the moral effect of it everywhere will no doubt be great. All classes of temperance workers rejoice at this decision by the highest representative of the Roman Catholic Church in this country, because it places an additional stigma upon the business of liquor selling.

—President Schurman, of Cornell, recently returned from a vacation visit to England, where he carefully observed political conditions and tendencies. He says that the growing power of democracy has made Parliament an assembly of very ordinary men; the average ability in the best of our state legislatures is to-day as high as that of the House of Commons. "I do not think," he says, "that there is a man in the English Parliament that can compare with Senator Sherman, or with Wilson or Reed." President Schurman thinks that American political institutions are the best in the world, and that foreigners are becoming more and more disposed to think the same way. "England is actually looking to us as an example, while fifteen years ago she would have thought such an attitude ridiculous. With the growth of democracy they fear the omnipotent power of Parliament and look with envy upon our national state constitutions, which restrict the powers of our state legislative bodies." But while American political institutions are the best in the world, American administration is almost the worst. President Schurman found our civil service looked upon with ill-concealed contempt by foreigners. He looks forward to rapid progress in civil service reform.



**Literature, Historical Notes, etc.****THE OLD SCHOOLMASTER'S STORIES.***(From the Youth's Companion.)*

THE WORST SCHOOL I EVER TAUGHT: My stories are echoes from the old time schools that used Lindley Murray's Grammar, and to which Welch's factious Arithmetic propounded this problem, among others:

If 20 dogs for 30 groats  
 Go 40 weeks to grass,  
 How many hounds for 60 crowns  
 Will winter in that place?

In those days the "ferule" was an instrument of discipline and sometimes a record of service. One of my veteran colleagues in the profession is said to have left to his heirs an oaken ruler, or ferule, with fifty-eight notches in it, one for each winter of his teaching. Had I kept a similar tally, mine would have been notched but fifty-five times.

Now I am seventy-three years old, with nothing better to do than "tell tales out of school," and my difficulty is in choosing among the varied teaching experiences of my life. Perhaps it will be best to begin at the beginning and tell of my first school, of which I took charge at the age of nineteen.

I was a very "green" country boy then, for my little education had been gained in my native school district and from two terms at Kent's Hill Academy. It is still a wonder to me that any school committee could have been so rash as to give me a certificate, and yet I felt at the time that I was an important personage.

In this opinion I was confirmed by the attitude of my employers. The school was in one of those orderly, quiet country neighborhoods, of which there are to this day many in the land. It was known locally as "the Deacon Pillsbury district," and there the farmers' families esteemed the schoolmaster next to the minister. In boarding around I was invariably lodged in the "parlor bed-room," and had mince-pie at every meal.

The nine weeks of the term were so many visits to good friends, and teaching was almost a holiday business. I went to a new place every week, and found my opinions on all important subjects listened to with profound attention. No wonder I bore myself with dignity!

At the schoolhouse everything went so smoothly that I had occasion to punish but one boy during the term, and that.

punishment made a deep impression. It demonstrated that I could be "severe" if need be. Now I think I was too harsh with that boy, but he felt so guilty that he came to me on the last day of school and craved my pardon for having given me so much trouble, whereupon I pardoned him with a princely manner and an appropriate word of advice.

The next two winters I taught in the Deacon Pillsbury district, and indeed might have gone on indefinitely in that paradise, but for my ambition to earn higher wages than those kind people could afford to pay. Seventeen dollars a month was the largest sum ever paid a teacher there; but I had heard of a district in another county where a master was wanted at twenty-four dollars a month—uncommonly large wages at the time.

In reply to my application for this post I received the following letter, which I will preserve as a memento:

"Mr Chad bourn, deer sir, you can have this school and welcome, but I oughter tell you to begin with that it is pooty tough deestrick. Weve got some hard boys here and some awful sassy, inppidunt gals. The hugged out the last tu marsters, and if you haint got considerable backrum in you, thaill be likely to do the same by you.

"The school is sot to begin the sicond Monday in November, and there will be money enough for ten or leving weeks if you can manage to stay in the schoolhouse that long.

"Ef you conclude to take the school you had better come to my house fust and i will try to look ye up a boardin-place. but ye will hev ter go to old Squire Hathaway, at Squacook Centre, eight mile from here, fer a recommend.

"Yours respectfully

"THOMAS KIMBALL."

The sanguine self-assurance of inexperience led me to reply that I would take the school, and on the Saturday before the second Monday in November I set off with that intent to walk a distance of about twenty miles. I went by way of Squacook Centre to get my "certificate," as by law required.

Squire Hathaway, the only active member of the school committee, was an old-fashioned country-lawyer, whom I found at his little office over Squacook Centre's one store.

"Wal, young man, what can I do for you?" he asked.

I made known my errand, and he at once took from a shelf Town's Fourth Reader, Murray's Grammar and Welch's Arithmetic, from which he chose a section for reading, a sentence for parsing and a sum to be solved. With equal

dispatch I read the paragraph, parsed the sentence and solved the problem; and the old lawyer had signed my certificate within five minutes.

"Whereabouts in town are you going to keep school?" he inquired then.

"In district Number Seven, of which Thomas Kimball is the agent," I replied.

The old squire whistled, straightened back in his chair and regarded me for a long minute in silence.

"Young man," said he at last, "as your well-wisher, I'm afraid I've been too hasty in giving you that 'ere dockyment."

"Why so?" I asked.

"Do you know the name they have for that district?" said he. "No? Wal, they call it 'Tophet'—for cause. You had better give me back that certificate and tell the agent I wouldn't give you one."

I laughed and put the paper in my pocket. At that the old squire laughed, too—a hard, dry, legal laugh.

"Oh, very well," said he. "There's nothing on the statoots to prevent you from going there, but you had better taken my advice and gone home." Thereupon he dismissed me, without even saying "good-by" or "call again."

Country school districts, fifty years ago, often bore significant nicknames. I have taught in "Sodom" and "Gomorrhah," in "Pisgah," in "Sigotch," and "Yaggar," in "Pumpkin Valley" and on "Turkey Hill."

The appearance of "Tophet" when I entered it that evening gave some justification for the nickname. It was an unsightly settlement, straggling three or four miles along the river, most of the houses being rude structures of logs or slabs, the homes of lumbermen and river men. Yet the schoolhouse was large and nearly new, having a main room of thirty by forty-five feet, designed to afford accommodation for sixty pupils.

Agent Kimball seemed surprised at seeing me, but said, hospitably, that I could stay at his house for a few days. There I soon saw that both he and his wife regarded me as a young fellow whose days in "Tophet" would be few.

On Sunday afternoon I walked through the district, and heard a great deal of profanity. Numerous groups of boys and girls stared hard at me, and something like a hoot was sent after me from one gathering. It was clear that the young folks regarded me at the outset as an enemy.

That night I slept little, and when the cloudy morning dawned I felt almost too homesick to eat of the excellent

breakfast that good Mrs. Kimball, probably from the sentiment that prompts jailers to give a good meal to a man who is about to be hanged, had provided for me.

After breakfast Mr. Kimball handed me the schoolhouse key with a singular grin, and said, "Wal, good luck to ye." But his tone was not hopeful.

I plucked up all my natural courage and walked briskly to the schoolhouse, which I was surprised to find thronged with uproarious youngsters, although I held the key. When they saw me coming there was a tremendous yell—then silence.

I entered, took possession of the teacher's desk, faced the sharp eyes, and saw at once that my pupils intended early hostilities. Especially formidable-looking was a group of stalwart boys, whose ages ranged from sixteen to twenty years. Most of them wore red shirts and tight-fitting trousers, knit like thick double mittens. Some wore Indian moccasins, some long-legged boots into which their knit trousers were tucked.

"We can handle him!" I heard one say. "He looks scairt!"

"Scairt" I was, but was certainly not "scairt" so as to give up without a struggle. So, affecting to be cool, I hung up my hat and coat, and then rapped on the desk with my ferule, according to old custom, to call the school to order.

All understood what the raps meant, but only a few of the little ones sat down on the benches obediently. The big fellows stood insolently staring at me, and some of the largest girls sat on the desks chewing gum.

I rapped more loudly and said, "The boys will take their seats on their side of the room; and those young ladies will please be seated on the benches instead of the tops of the desks."

"Du tell!" drawled one of the chewing damsels.

"You don't say so!" cried another.

At this a burst of laughter came from the boys; and ten or twelve of the larger ones perched themselves on the desks. Then all looked me in the face and laughed derisively.

"Be seated instantly, every one of you!" I exclaimed, endeavoring to speak with authority.

"Oh, hear his voice tremble!" cried the young Amazon who had said "Du tell!" "My what a terrible schoolmaster he will be! I'm 'fraid of him!"

"You can't keep school here!" shouted a boy, while the rest whistled and cat-called.

"Better take your new hat and leave!" another advised.

"Put him out!" cried a third.

For a moment I stood irresolute, for I knew that I must fight, or quit. Then pride, indignation and native "grit" came to my aid. I walked to the door, locked it on the inside, and threw the key into the stove. Then I flung off my coat, jumped at the nearest of the big boys, collared him and threw him into a seat with such force that the bench broke under him.

Up he jumped and sprang at me like a young wolf. On came his fellows, too. In a moment more a battle royal was in progress.

"Put him out!" was their war-cry.

We fought up and down and all around that room for a time, they trying to clutch me rather than strike me down. We tore out the entire forward row of desks and seats. The stove-pipe fell, filling the room with smoke, but we paid no heed to that. At last, they bore me down and would have dragged me out of the house, if the door had not been locked.

Then they opened a window and attempted to lift me bodily and shove me out. They would have ejected me, I think, but for the interference of the very girl who had cried, "Du tell!"

Moved by some sudden impulse, she dashed into the row, pulled away one of the young villains who was holding my arms and slapped the faces of two or three others.

This enabled me to wrench myself free. I floored two boys, reached the stove and seized the fire-poker, which I brandished so savagely that my assailants fell back. They were more confused than I, and seemed to feel more suffocated by the volumes of smoke from the stove.

"Take your seats!" I shouted, "or I will down every one of you!"--and charged upon them with the poker. I hardly think that I should have struck any of them with such a weapon, but I was angry enough to use very ungentle means. But all dropped on the benches, and some, indeed, took refuge under them.

The larger girls had stood, rapt spectators of the fight; but the smaller children, many of them crying from fright, were hiding under desks and in corners. The school-room, with shattered desks, stovepipe down, hats scattered, dinner-pails upset, was in a shocking state.

When I put down the poker and called for two boys to assist me in replacing the stovepipe, two of my late adversaries came forward. Then they obeyed when I ordered them to clear the floor and pile the broken desks in one corner of the room.

Next I took the names of the scholars, and learned that the big girl who had cried, "Du tell'" was named Flora Rangely.

That forenoon I allowed no recess, because I did not think it quite safe to unlock the door, but at about one o'clock I dismissed the school for that day, after giving the pupils a piece of my mind.

"This is the worst school I ever saw," I said. "But understand, I am going to teach here, if you do not take my life. For the present I shall build the fires and care for the school-room myself. None of you will be admitted until half-past eight each morning. I know now what to expect from you, and I warn you that I shall strike quickly and hard."

They went away quietly and left me sitting, very tired, till Kimball, the agent, came.

"Wal, wal," said he, "you are alive yet!" and he glanced at the heap of shattered desks. "You didn't come home to dinner, so I thought I'd come over; I didn't jest know in what shape I might find ye. I asked one o' the boys I met how he liked the new master. He said you was a man-eater."

I did not think it was expedient to tell him I had won the opening battle only by a queer piece of good fortune, and that I was much afraid of the morrow.

Early next morning I built the fire, tidied the school-room, and seated myself at my desk with my ferule and the fire-poker. I called the school to order without difficulty, gave the classes the best instruction in my power, and was pleased to see that I was creating a better impression.

Flora Rangely, my unexpected ally of yesterday, watched me approvingly, and I was foolish enough to show her rather more attention than I did the other girls. This seemed to me a proper display of gratitude, and besides, I thought it would be good policy to keep the energetic Flora on my side. Experience had not then taught me that a youthful pedagogue should show no partiality for one of his young lady pupils.

How was I to know that Luella Bailey would bitterly resent my small attentions shown to Flora? Certainly Luella cared nothing for me, but she had been considered the belle of the district, and was full of spite when any other girl seemed preferred by any youth. She was tall, strong and very comely, with large black eyes and a profusion of curling black hair.

The young men and boys behaved very well for three weeks, and I was beginning to believe that I should have little more trouble with the pupils, although I could not help noticing that Miss Bailey seemed hostile to me. But one day she replied to a question so impertinently that I requested her somewhat sharply to be more ladylike in future.

For an instant she regarded me with eyes that fairly snapped with anger, and then cried out scornfully :

"Oh, of course there's only one *lady* in this schoolhouse !"

"What do you mean by such a remark as that!" I exclaimed, for I did not comprehend the innuendo.

"None of your business, if you don't know," she retorted; then she jumped up from her place in class, without permission, slapped her grammar on her desk and sat down with a flounce.

That was rank insubordination. "Come back to the class," I ordered her, sharply.

"I won't!" she cried.

I advanced toward her seat intending to escort her back to the class, but before I was half-way up the aisle, she seized her heavy slate and hurled it at me with all her strength. It went over my head, flew clear across the room, and smashed three panes of glass in the window by my desk.

Then she threw her grammar, her arithmetic, her reader and every book that she could reach. I have never seen a girl so furious. She would have flung an axe at me if there had been one at hand, and I really thought that she would have flown at me with her fingernails.

Several of the books struck me, and in the irritation of the moment, I was much inclined to use corporal punishment. Fortunately for my self-respect I restrained the impulse and laughed at her.

"You are a young woman, and I cannot lower myself so far as to strike you, or punish you as you deserve," said I. "You take advantage of the fact to insult me and defy me. I could call in the school-committee and have you expelled, but I will not. I shall, however, give you no lessons for one month, and you need not present yourself in the classes.

"Oh, you needn't trouble to say all that!" retorted she, sullenly. "I will never set foot in your school again." She was as good as her word.

There were several minor outbreaks before the term ended, but I quelled them all and taught school every day. This gave me a county reputation, as a successful master for bad schools, and the school-committee commended me highly.

Still I never regarded my work there as an entire success, which it might have been had I not shown partiality to Flora Rangely. But for that error in judgment, I think I might have laid the foundations for a good school in "Tophet," but as matters stood I deemed it best to decline to teach there again.

## Practical Hints and Examination Papers.

**SNAP**:—There is no place in the world where *snap* is more needed than in the school-room. A teacher needs it on his way to school; he sets an example by the way he moves along; what sort of a man he is appears by his movements in the streets. He should walk well, with head erect and shoulders thrown back like a man, and a cultured man at that.

He needs *snap* to make his external appearance as becoming as possible. His clothing and shoes should be kept nicely brushed, his linen should be white, his nails should be carefully cut and cleaned, his hair properly arranged, and teeth brushed, and thus show that education has had an effect upon him.

*Snap* is needed in your school work. Don't sit in your chair for an hour at a time. Let your style of sitting there exhibit activity. Sit upright; don't lean on your elbows. Insist that your pupils shall sit in a good style, too. When you stand, stand properly; don't lean up against the side of the house, door or desk; stand erect.

*Snap* is needed in conducting your classes. Have your pupils walk properly to the recitation-seat; have them wait there, standing, for your direction to sit, unless they can take their places properly without. When a pupil's name is called, see that he rises promptly and looks you in the face. When he goes to the black-board see that he arranges his work evenly and neatly. Have it copied until it is right. When *you* recite or explain, have *snap* enough to do it better than any one else; be a model when you undertake to do a thing.

Have the *snap*, when disorder begins, to repress it at once. Disorder originates in one person generally; find that person out, and put an end to his disturbing influence.

Have *snap* enough to watch your own influence on the school, and see whether you are the cause of the order or disorder. Watch your tones of voice; see whether you "get mad" or not; see whether you are respected or not; see whether you speak harshly or not; see whether you use the same language you would if a visitor were present—if you don't something is wrong.

Have *snap* to pursue a course of study just as earnestly as you want your scholars to. Do not go home to lie stagnant and unprogressing. Select something and go forward, go *forward*. Take up geology, and get the needed books and follow it up until you know it; you will need a year or two on that one subject. But do not forget to take hold of current events at the same time. Discuss these with your pupils day by day. In fine, have *snap* enough to be a *live* progressive teacher instead of a dull, machine teacher.—*School Journal*.

**OBJECT DRAWING**:—In order to draw objects intelligently we must have some knowledge to aid us. From the problems we get the principle, and from copying we get method; with principle and



method to aid us we are ready to draw the object as it appears to the eye.

What objects shall we draw? Not all are suitable. Ornamented objects, complicated objects, finely finished objects, delicately formed objects and lastly, perfectly symmetrical objects are usually unsuitable for first efforts in this work. On the other hand plain objects, simple objects, crudely formed and finished objects, old and broken objects, natural objects, are usually suitable for first efforts in this work. An old tumbled down shanty is preferable to a palace for drawing purposes, and an old boot is better than a finely formed vase.

Objects for general use in the school-room may be divided into two classes, (1) objects suitable for the whole class to draw from at the same time; (2) objects for individual pupils.

Objects suitable for the whole class to draw should be placed in a position where all may see plainly and without effort. Perhaps the best place for such objects is on a nail or hook in the centre of the wall over the teacher's desk. Few objects are adapted for such a position. Those which come to mind at this moment are, an old musket, sabre or sword, an axe, scythe, dinner horn, large basket, broom, duster, broken wagon wheel, limb from each kind of a tree, a barrel, a box, a large pumpkin or squash, and like objects.

Lead the pupils to bring these objects to the class-room. They will be willing if rightly approached. They may bring the object in the morning and take it back at the close of the school.

The most profitable of all object drawing is the ability to hold an object in one hand and with the other draw it. This is the drawing that is so desirable in botany, zoology, geology, as well as in everyday life. This ability is only second to being able to represent one's ideas through drawing. In the second or even the first grade, pupils should be encouraged to do this sort of drawing. Teach them to take the object in one hand and with the other draw it on the tablet, slate, or blackboard.

Objects suitable for this work are, simple flowers, fruits, vegetables, leaves, grasses, roots, buds, and twigs from all sorts of trees, shrubs, and plants. All sorts of bugs and insects, such as flies, spiders, grasshoppers, beetles, butterflies, etc.; small stuffed birds and reptiles.

Procure a box 10 x 18 x 24 inches and lead the pupils to fill it with suitable objects to draw, such as an old shoe, rubber, broken cups, pitchers, an old horseshoe, hatchet, hammer, wrench, toy cart, sled, waggon or car, bits of stone and rocks, twigs of all kinds, etc., etc. When objects to draw are wanted a supply is always on hand.

Teachers will say, "I cannot draw these objects myself, how can I teach the pupils to do it?" There is little teaching to be done. Give the object to the pupil and lead and encourage him to try. You do this and the *try* will do the rest.

The teaching part is mostly with the problems and copying, and to that end do not draw from the object every day, but alternate with problems and copy work.

**TEACHING HISTORY:**—Children of the grammar grades may be taught a great deal about historical persons by frequent ten-minute talks.

Though often familiar with names of eminent personages they have very faint ideas as to the reasons these same personages were or are famous.

I will describe the mode of conducting one of these "talks." The subject was Joan of Arc. A full-page picture of the Maid, cut from an illustrated paper, was exhibited in the school room on Friday.

The appearance of the picture immediately attracted attention and a warm discussion arose. Some declared it represented a man, others knew the long hair proved it a woman, some thought the fierce look indicated bravery, others thought only insanity could be conveyed by that expression. The armor was strange to a number who had not access to books, and the teacher gave a little talk during the day on different kind of armor and its use. The name at the bottom of the picture, Jean d'Arc, also required some explanation.

All day Monday following, the interest in the picture did not flag.

Tuesday noon the teacher told the story to the school, drilling them in the pronunciation and meaning of the words as Rouen, Domremy, etc.

On Friday the children were asked to tell the story which they did with all the details. One very little fellow remembered and gave the name of the saint whose sword was carried by Joan.

At another time Longfellow was the subject and for the review the pupils gave not only the story of his life but recited in concert some of his choicest selections.

There seems to be no difference in quality or amount of interest, expressed by the children in these two very dissimilar characters.

—*Belle Anderson, in Exchange.*

—**QUESTIONS IN NUMBER.**—Tell the different pieces of money you can use to give me six cents. Tell *all* the ways.

Measure the cover of your speller and tell how many square inches in one side of the cover. In both sides.

There are nine boys standing in a row. What do you call the middle boy?

A goose weighs ten pounds and half its own weight. What does it weigh?

I had half a dollar and spent one-fifth of it. How much money had I left?

This piece of ribbon is two and a half feet long. How many inches long is it?

Draw a pie on your slates—divide it into fourths. Take out one fourth. How much of the pie is left?

I have twenty-seven apples and will give you five-ninths of them. How many apples shall I have left?

John had thirty cents, and James had twenty-four cents. James spent one-third of his money, and John spent one-half of his. Which boy had the more money left and how much?

How many shoes does it take for an ox, a horse, and a boy?

How many faces have ten cubes?

How many times do you come to school in a month?

How many yards long is the blackboard on the south east-side of the school-room?

#### ENGLISH GRAMMAR (GRADE II. ACADEMY.)

##### I.

1. Analysis :—

(a) "Is this a dagger which I see before me, the handle towards my hand?"

(b) He is not so clever as his brother.

(c) "Take heed lest ye fall into temptation."

(d) The man who neither reverences nobleness nor loves goodness is hateful.

2. Parse (write the words of the sentence under one another in column):—

Tell me whether this be true or not.

3. (a) Plural of :—alkali, analysis, beef, handful, Mrs., penny, teaspoonful, yolk. (b) feminine of :—friar, fox, abbot, stag, murderer, ram, boar, hart, drone. (Write the words in column, and the answers to each in a corresponding column on the right.)

4. Why are the following sentences incorrect?

(a) Having finished the chapter, the volume was closed.

(b) Everybody has their faults.

(c) Somebody told me, I forget whom.

(d) He was one of the wisest men that has ever lived.

(e) More than one emperor prided himself in his skill as a swordsman.

##### II.

5. (a) Define :—infinitive mood, nominative absolute, reflective pronoun, root, stem (b) Short notes on :—methinks, ought, each, riches, three-foot-rule.

6. Adverbial adjuncts assume a variety of forms :—mention them.

7. State the various forms of the attributive adjunct.

##### III.

8. (a) The suffixes forming (1) abstract nouns, (2) denoting the agent or doer. (b) Under what circumstances is *shall* used instead of *will*?

9. Explain fully Grimm's law.

#### DICTATION (GRADE II. ACADEMY.)

It was a little dell where they had seated themselves, with a leaf-strewn bank rising gently on either side, and a brook flowing through

the midst, over a bed of fallen and drowned leaves. The trees impending over it had flung down great branches, from time to time, which choked up the current, and compelled it to form eddies and black depths at some points; while in its swifter and livelier passages there appeared a channel-way of pebbles, and brown, sparkling sand. Letting the eyes follow the course of the stream, they could catch the reflected light from its water, at some short distance within the forest, but soon lost all traces of it amid the bewilderment of tree-trunks and underbrush, and here and there a huge rock covered over with gray lichens. All these giant trees and boulders of granite seemed intent on making a mystery of the course of this small brook; fearing, perhaps, that with its never-ceasing loquacity, it should whisper tales out of the heart of the old forest whence it flowed, or mirror its revelations on the smooth surface of a pool. Continually, indeed, as it stole onward, the streamlet kept up a babble, kind, quiet, soothing, but melancholy like the voice of young child that was spending its infancy without playfulness, and knew not how to be merry among sad acquaintance and events of sombre hue.

HAWTHORNE: *The Scarlet Letter*.

ARITHMETIC (GRADE II. ACADEMY.)

SECTION I.

1. Find the value of  $\frac{5\frac{1}{2} - 2\frac{1}{4}}{3\frac{3}{4} + 1\frac{5}{6}}$  of  $\frac{4\frac{1}{2} \times 5\frac{1}{2}}{4\frac{1}{3}}$  of  $\frac{2\frac{3}{4} - 1\frac{1}{2}}{7\frac{1}{4} - 2\frac{1}{4}}$

2. Simplify  $\frac{2.8 \text{ of } 2.27}{1.136} + \frac{4.4 - 2.83}{1.6 + 2.620}$  of  $\frac{6.8 \text{ of } 3}{2.25}$

3. The fore-wheel of a carriage was 11 feet in circumference and the hind one 13 feet. There being 5,280 feet in a mile, how many miles had the carriage gone when the same spots which were on the ground at the time of starting had been on the ground 360 times at the same instant.

SECTION II.

4. A and B enter into partnership and gain \$4,450.50. The capital of A is 15 per cent. more than that of B. What is each man's share of the profits?

5. An agent charging  $\frac{1}{4}$  per cent. commission for collecting, collects 85 percent of a bill of \$550, what does he pay his principal?

6. What is the discount on \$3,024, one-half payable in six months and the remainder in twelve months, the rate being 7 percent per annum, simple interest.

SECTION III.

7. How many principal units are there in the metric system? Name them. On which one do the others depend? Reduce 3 fur. 135 yds. 4 in. to centimetres.

8. A gallon is equal to 4,553 litres. How many cubic centimetres are contained in one pint.

9. What is the cost of papering the walls of a room 15 ft. long 12 ft. wide and 10 ft. high, with paper 5-8 of a yard wide, at twelve and a half cents per yard?

#### BRITISH AND CANADIAN HISTORY (GRADE II. ACADEMY.)

##### I.

1. Who were Champlain, Frontenac, Sir Isaac Brock, Lord Durham? Give dates.

2. Explain briefly, with dates:—Company of Merchants, Constitutional act, Clergy Reserves, Ashburton Treaty.

3. Give some account of the present system of Canadian Confederation; name the act of parliament by which it was established, and give date.

##### II.

4. Name, with their dates, four important events in the history of Canada since 1880, and give an account of any *one*.

5. Write short notes, with dates, on the following:—The Great Charter, Trial of Charles the First, Habeas Corpus Act, Great Reform Bill.

6. What were the chief causes of the Hundred Years War? Give the names of *two* leaders on both sides.

##### III.

7. Give some idea of the condition of England in the reign of Queen Anne, (*a*) as regards domestic life, (*b*) as regards means of communication among different parts of the kingdom.

8. Write a short account, with dates, of each of the following:—Thomas à Becket; Marlborough, Nelson.

9. Give in outline a description of the system of government that prevails in England at the present day.

#### GEOGRAPHY (GRADE II. ACADEMY.)

##### I.

1. A ship, laden with cutlery, tin, copper, and woollen and cotton goods, leaves Liverpool, England, to sail round the world, and exchanges her cargo at a chief port on each of the continents.

Briefly describe the route, government, climate, and inhabitants of each city or port visited, and state the cargo carried by the ship on each voyage.

2. Explain (1) Rotation, (2) Revolution, (3) Planet, (4) Comet, (5) Tributary, (6) Estuary, (7) Zodiac, (8) Ecliptic, (9) Tropics, (10) Zone.

3. What are the chief characteristics of North America?

4. Draw an outline map of the St. Lawrence River, showing its three chief Tributaries on the North and two on the South. Show

the position of two cities on the St. Lawrence, and one city or town on each Tributary.

5. Write notes on Asia under the following heads:—(1) History, (2) Physical Features, (3) Inhabitants, (4) Climate (5) Religion.

6. Name the principal (1) Rivers, (2) Countries, (3) Seas, (4) Gulfs, (5) Powers, of Europe.

### III.

7. Explain the apparent gain or loss of time in travelling East or West.

8. Account for the change of seasons.

9. What is the most direct route to Melbourne, Australia?

### Correspondence, etc.

To the Editor of the EDUCATIONAL RECORD.

DEAR SIR,—Reading the *School Journal* lately, I saw a very good suggestion in the matter of School Libraries, in which you are deeply interested, and I send you what he says: "The first library I helped to establish was secured in the following manner. A book-case was donated by myself to the school. There were five shelves in the case and four rows of pupils in the room. I took one shelf, and each row of pupils took a shelf to fill with books. The contest was interesting. In a month the case was full of reference books and general literature.

\* \* \* \* \*

When I first came to Houston, with the help of the teachers we had an entertainment at the close of the term, and had nearly every child, in fact every child, in school in the entertainment. We made over a hundred dollars for a library.

A circular like the one I give below was a success, because it placed in the reach of the pupils all the juvenile and more advanced magazines and a nucleus for a library. Great enthusiasm was manifested by the pupils, and a medal was given to the pupil who got the greatest number of memberships.

The 5th grade got	\$20.25
6th " "	18.50
4th " "	25.50
3rd " "	19.50
1st " "	6.00

Total, \$89.75

The circular read as follows:

#### BOYS' AND GIRLS' BOOK AND MAGAZINE CLUB.

To promote the best interests of our school, we are attempting to organize the Boys' and Girls' Book and Magazine Club of . . . . . Schools.

The membership fee is fifty cents, and we earnestly solicit the parents of the children in our schools to help this cause, which cannot but result in good to all concerned. We solicit the aid of all good citizens whether they have children in our schools or not.

We know that this movement will result in the formation of a good school library. Every good book and magazine possible for us to obtain, will be procured and members will be allowed to use the same for a period fixed by the club. Efficient officers will be elected from the faculty and from the pupils.

We believe the Boys' and Girls' Book and Magazine Club has for its purpose the promotion of the best interests of the children; that if organized it will place in the reach of the poorest child the best mind products of this age, that it will lay the foundation for a good public school library. We therefore subscribe.....  
 ..... amount .....  
 ..... name of subscriber.

The above circular helped us to get \$89.75. This money was used in buying books and magazines. The pupils read the magazines and books with the greatest interest because their own efforts had been rewarded. A twelve-foot reading table was made for the magazines and there never seemed to be any lack of interest in the reading table. It was a great delight to see some of the poorer children who had no home opportunities at this reading table.

## VOCAL MUSIC IN SCHOOLS.

*To the Editor of the EDUCATIONAL RECORD.*

DEAR SIR,—Much has been said and written on the subject of "Tone" in school, and many rules and means have been suggested as being unailing remedies for lax discipline.

This year the "Department" have introduced the study of voice culture, and have, I venture to think, solved the mystery of *moral tone* in our public schools.

There is no subject which appeals so directly to the moral senses, and there is certainly none which requires so much united energy on the part of the pupils as well as of teachers.

It has been argued many times that the singing lesson is the best opportunity a lazy boy ever gets for wasting time, or purposely making outrageous noises under the pretence of "*trying to sing.*" But the boy or girl to whom such an argument as this will apply for more than two or three lessons, is not a fit pupil to be in any class. Such a pupil can have no sense of moral responsibility, and ought to be excused from every class, whether the subject be music, geography, or mathematics: I would go so far as to say that under proper management this state of affairs cannot exist.

The teacher of vocal music will do well to hasten slowly, bearing in mind that the object always to be kept in view is not singing, but *discipline*. If he starts out with the idea that his pupils are to learn *music* he will meet with disappointment at every turn, and defeat in the end. It is as impossible to create a musician out of every pupil in school as to create a new earth. Yet every pupil can be taught how to open his mouth and when to shut it.

This is the first principle in the cultivation of the voice, and I will confine my remarks to it in this paper under the heading of

#### PRACTICE IN PRONUNCIATION.

There are fifteen sounds to which the vowel sounds of the English language are capable of being reduced, viz. :—

Six simple long sounds, *a, ah, au, e, o, oo.*

Five simple short sounds, *a, i, e, o, u.*

Four compound sounds, *i (ah-e), oi (au-e), u (e-oo), ou (ah-oo.)*

If these vowel sounds were printed on large cards and hung up in all our school rooms, I am certain it would not be very difficult to induce our teachers to use them for five minutes every day until every pupil is familiar not only with the card, but with its use.

Consonants are divided according to a recognized scheme into two classes: (*a*) Those which require a slight initial sound in pronunciation or *voice consonants*, and (*b*) those which require a silent emission of breath called *consonants*. The following table explains itself :—

<i>Voice Consonants.</i>	<i>Breath Consonants.</i>
Guttural— <i>g</i> hard.	<i>c</i> hard— <i>k-g.</i>
Dental— <i>d.</i>	<i>t—p.</i>
Labial— <i>b.</i>	<i>f.</i>
“ <i>v.</i>	<i>c</i> soft— <i>s.</i>
Sibilant— <i>z</i>	<i>h.</i>
Mixed— <i>y.</i>	<i>x</i> (eks.)
“ <i>x</i> (eggs.)	<i>ch.</i>
“ <i>j-g</i> soft.	<i>th.</i>
“ <i>th</i> ( <i>dh.</i> )	<i>sh.</i>
“ <i>zh.</i>	<i>wh.</i>
“ <i>w.</i>	
Liquid— <i>ng.</i>	
“ <i>l.</i>	
“ <i>m.</i>	
“ <i>n.</i>	
“ <i>r.</i>	

The training of the muscles of the larynx and of the lips and mouth, should be conducted simultaneously, first, in an ordinary speaking tone, and afterwards; that is, when every vowel sound is



thoroughly mastered in the speaking voice ; the same sound may be practised in another pitch or tone. The excuse that a teacher "cannot sing" is no adequate reason for inability to train the voice *to speak*, and this is true voice culture.

Now, all this "waste of time" (?) has its results, and if the time has been honestly "wasted" by the teacher, his pupils will have been trained to govern their voices by their will, and to submit their will power to the guidance of their teachers. In any school where this is the case there can be no attempt at insubordination ; consequently, the object of voice culture will be gained and the *moral tone* of that school will be good. At an early date I will send a few hints on How to teach singing by note in our schools.

FARNHAM, QUE., October, 1894.

ERNEST SMITH.

### Books Received and Reviewed.

[All Exchanges and Books for Review should be sent direct to Dr. J. M. Harper, Box 405, Quebec, P.Q.]

*ANIMAL LIFE*, by Florence Bass. This is an addition to a series of *Nature Studies for Young Readers*, published by Messrs. D. C. Heath & Company, Boston. In it are described, in a simple manner, so as to interest even the youngest, the habits of such insects and other animals as the children may observe for themselves. Among the many good objects attained by such reading, perhaps not the least to be desired is the respect for all life inculcated on the young mind. The book, with its interesting matter, clear type and suitable illustrations, will be found excellent for purposes of supplementary reading in the lower grades.

*FIRST YEARS AT SCHOOL*, by S. B. Sinclair, M.A., Vice-Principal of the Provincial Normal School, Ottawa, and published by Messrs. E. T. Kellogg & Co., New York and Chicago. In this work, written especially for young teachers, the author offers no statement or suggestion which has not been submitted again and again to the tests of actual experience and careful criticism, nor does he lay so much claim to originality as to reliability. The book furnishes safe guidance through many of the perplexities that the primary teacher is likely to meet in his work. Some of the subjects discussed are : Discipline and Tactics, Language Lessons, Reading, Number Work, Manual Training and Moral Training. The price of the book is 68 cents, postpaid.

*PHYSICAL LABORATORY MANUAL*, by H. N. Chute, M.S., and published by Messrs. D. C. Heath & Co., Boston. In the study of physics laboratory work must not be neglected, for the educational value of practical physics does not lie so much in the discovery of laws or the demonstration of principles as in (to use the author's words) the training it gives in attention to details, in the cultivation of accuracy of observing the smallest changes, in the formation of sys-

tematic methods of working, in developing the ability to reason back to a general law from a particular set of observations, and in cultivating habits of precise expression of ideas and principles on the pages of the note-book. The Manual gives much valuable information as to the proper fitting up and maintaining of the physical laboratory, and provides problems judiciously distributed over the several divisions of the study. Any of our teachers who have a desire to see their schools equipped with an efficient physical laboratory will derive much assistance from such a work as this.

FABLES AND RHYMES FOR BEGINNERS, by John G. and Thomas E. Thompson, and published by Messrs. Ginn & Co., Boston. This is a primer, of which fable and simple rhyme form the subject matter. These are so arranged that, in order to read them, the child needs to be able to recognise but two hundred different words. The child learning to read will find these rhymes and fables much more interesting than the disjointed sentences usually found in first readers.

Among the exchanges we welcome to our table, are: *The Kindergarten News*, Springfield, Mass., which continues to give all the latest news of the kindergarten world; the *University Extension World*, published by the University of Chicago, which has for its object the extending and popularising of Higher Education; the *Canada Educational Monthly*, Toronto, Ont. The *Teachers' Institute*, and the *School Journal*, both published by Messrs. E. S. Kellogg & Co., New York and Chicago, are always welcome. The *Scientific American*, published by Messrs. Munn & Co., New York, contains much information in the region of science and manufactures, that might be found valuable and interesting to children. The *Cyclopedic Review of Current History*, published by Garretson, Cox & Co., Buffalo, N. Y., for the second quarter of 1894, has been received. Among the many interesting subjects discussed, are: "President Carnot," "The U.S. Tariff Question," "The Pullman Boycott," "Coxeyism," and "The Intercolonial Conference (held at Ottawa last June)." The October number of the *Atlantic Monthly* is a goodly one. In it "Philip and his wife," by Margaret Delane, is brought to a vigorous end. "The Retrospect of an Octogenarian," by the Rev. Dr. George E. Ellis, will be listened to with earnest attention by all. In it he gives some reminiscences of his intercourse with Dr. Charles Lowell. The Hon. Henry L. Dawes, in his "Recollections of Stanton under Johnson," gives an inside view of a memorable period of government life at Washington. Other articles are "The Railway War," by Henry J. Fletcher; "A Playwright's Novitiate," by Miriam Coles Harris; and "The Philosophy of Sterne," by Henry Childs Merwin. The *Atlantic Monthly* is published by Messrs. Houghton, Mifflin & Company, Boston. The *Monist*, a quarterly magazine of philosophy, religion, science and sociology, edited by Dr. Paul Carus and published by the Open Court Publishing Company, Chicago, for

October, is full of interesting and thoughtful reading. The question of the advisability of abolishing the U.S. Senate is discussed by Prof. H. von Holst. There are also articles on "The Nature of Motion," by Major J. W. Powell; "Buddhism and Christianity," by Dr. Carus; and, "The Nature of Thought," by Thomas Whittaker.

### **Official Department.**

#### CIRCULAR FOR 1894-95.

The attention of the principals and teachers of the Superior Schools under the supervision of the Protestant Committee of the Council of Public Instruction is respectfully directed to the following:

1. The newly printed form of the Course of Study should be placed on the wall of the school-room, as well as a neatly written or printed time-table. In drawing up the time-table care should be taken to avoid the carrying on of all the subjects of a grade at the same time. In many of our schools a time-table, giving prominence to only four or five subjects for the time being, has been found to give satisfaction. With three such time-tables for the year anything like over-pressure of school-work can be avoided.

2. Regulation 74, as amended, points out as obligatory, Reading, Writing, Spelling, Arithmetic, English, Geography, English Grammar, History, Scripture, French, Physiology, Drawing, and at least two of the remaining subjects of the grade.

3. In English the selections to be specially studied in the Fourth Reader, with special attention to dictation, derivation, definition, grammatical construction and abstract writing, are to be found from page 152 to the end of the book, and in the Fifth Reader from page 157 to page 314. The poetical extracts should receive careful attention.

4. In Grade I. Academy, the selections for French reading and translation are included in the first half of the Progressive Reader, with the first five prose extracts for re-translation. In Grade II. Academy, the selections in French are to be taken from any part of the Progressive Reader, with the first seven prose extracts for re-translation. Dictation exercises may be confined to the passages for re-translation.

5. To understand the nature of the exercises in the mental Arithmetic, the examination papers of the last year should be considered. The short methods illustrated by them should be followed up by the teacher two or three times a week.

6. In addition to the drawing of the ordinary solid forms such as the sphere, the cube, the prism, the pyramid and cone, the drawing of natural objects should be encouraged. At the next examination the pupil will be called upon to draw one or more of the following:—a horse, cow, dog or cat; a house, chair, table, tree or plough.

7. The following regulations ought to be carefully considered by the teacher, as they are to be met with in the EDUCATIONAL RECORD.

(a) The presentation of pupils who have not passed in the grade previous to the one they propose to study in during the coming year.

(b) The limiting of the curriculum in Model Schools to the Grade II. Academy.

(c) The expenditure of the bonus for appliances and the manner of obtaining it.

(d) The competition of all Superior Schools in the matter of well-kept grounds.

(e) The introduction of physical drill and singing in all the departments of the school for which 200 marks will be given.

8. The recognition of school libraries as important adjuncts to our Superior Schools in the award made for appliances cannot now be long delayed, and it would be well for our teachers to put forth every effort to establish, restore or improve such adjuncts as soon as possible. Suggestions in regard to the maturing of this or any other scheme for the bettering of our schools will be gladly received at this office.

9. The principal or head teacher of each school is expected to send a complete list of the staff of his or her school immediately on receipt of this circular. Please do not delay replying.

OFFICE OF THE INSPECTOR OF SUPERIOR SCHOOLS,  
QUEBEC, September 8th, 1894.

## DIRECTORY OF SUPERIOR SCHOOLS FOR THE YEAR 1894-95.

*Aylmer*.—Mr. John A. Dresser ; Miss L. Austin ; Miss M. McLean.

*Bedford*.—Mr. E. G. Hipp, B.A. ; Miss A. Snyder ; Miss M. Taylor.

*Berthier*.—Rev. R. D. Mills, M.A. ; Mr. B. Clements, B.A. ; Mr. Wm. Beauchamp ; Mr. C. J. Jeakins.

*Bolton Centre*.—No name.

*Bryson*.—Miss Maggie H. Hanran ; Miss Maud M. Le Roy.

*Bury*.—Miss E. Paintin ; Mrs. A. J. Cook.

*Clarenceville*.—Mr. Geo. D. Fuller ; Miss Alice E. Elliott.

*Clarendon*.—Miss Jessie M. Crack ; Miss Jennie MacFarlane.

- Coaticook*.—Mr. G. L. Masten; Mr. W. C. McRae; Miss A. A. Wadleigh; Miss M. A. Van Vliet; Miss S. A. Mason; Miss L. I. Van Vliet.
- Como*.—Miss Frances Waldie.
- Compton L. College*.—Miss A. B. Cochrane; Mrs. A. M. Prowse.
- Coic St. Antoine*.—Mr. J. A. Nicholson, M.A.; Mr. D. S. Moffat, B.A.; Miss P. Steacy; Miss M. Walker; Miss A. Smith; Miss A. Synington; Miss A. Y. Ramsay; Miss A. Wells; Miss S. McGuire; Miss A. Kirkman; Miss A. E. Macmaster; Miss S. L. Abbott; Miss L. Murphy; Mr. W. H. Smith.
- Covansville*.—Mr. E. S. Rivard, B.A.; Miss F. Moss; Miss L. Ruiter.
- Danville*.—Mr. W. T. Briggs, B.A.; Miss Nellie P. Bliss; Miss Margaret Hall; Miss Bessie Atkinson.
- Dunham*.—Mr. Victor E. Morrill; Miss Lila J. Miller.
- Farnham*.—Mr. Ernest Smith; Miss Nancy Hayes.
- Fort Coulonge*.—Miss Jessie Scroggie.
- Frelighsburg*.—Mr. A. J. Bedee; Miss Clara Yates.
- Gould*.—Miss Annie E. McDonald; Miss Annie E. Morrison.
- Granby*.—Mr. J. W. Alexander, B.A.; Mr. Jas. T. McRae; Mrs. W. A. Kimpton; Miss M. B. Gill.
- Hatley*.—Miss Catherine M. Stevenson; Miss Kate Carber.
- Hemmingford*.—Mr. John Lipsey; Miss A. Wilson.
- Hull*.—Mr. James Bennie; Miss M. Fyles; Miss L. Dahms; Miss M. H. Scott.
- Huntingdon*.—Mr. C. S. Holiday, B.A.; Miss Catherine Nolan; Miss Charlotte Wills; Miss Janet McLean; Miss Elizabeth Gordon; Miss Margaret Rennie; Miss Annie Dickson.
- Inverness*.—Mr. R. H. McRae; Mr. John A. Butler; Miss Gertrude S. Brouard.
- Kinnear's Mills*.—Mr. W. O. Rothney; Miss Margaret J. Fraser.
- Knovlton*.—Mr. Levi Moore, B.A.; Miss Lillie Orr; Miss E. C. Lockerby.
- Lacolle*.—Miss M. R. Graham; Miss Ida Feathersten.
- Lachine*.—Miss Mabel Lee, B.A.; Miss A. Scroggie; Miss E. Ellacott.
- Lachute*.—Mr. N. T. Truell; Miss E. McLeod, M.A.; Mr. Carroll D. Dyke; Miss Mary L. Hutton; Miss Janet McLaughlin; Miss Margaret E. Barron.
- Leeds*.—Mr. David McHarg.
- Lennoxville*.—Miss Effie Hill; Miss N. Bown; Miss H. Balfour.
- Levis*.—Mr. E. N. Brown, B.A.; Miss E. A. Woodside.
- Magog*.—Mr. O. M. Derby; Mrs. M. A. Young.
- Mansonville*.—Mr. Alfred C. Paintin; Miss H. Shepherd; Miss Mabel Clark.
- Marbleton*.—Miss Annie R. Westman; Miss Kate Morison.
- Mystic*.—Miss A. Maude Marsh; Miss Effie Stone.
- Ormstown*.—Mr. D. M. Gilmour; Miss Blackett; Miss Spearman.
- Paspébiac*.—Miss M. R. Caulfield; Miss L. F. Howatson.
- Portage du Fort*.—Miss Annie Thomson; Miss Mary Carey.
- Quebec (Girls)*.—Miss E. Macdonald; Miss J. Ferguson; Miss M. M. Wilkinson; Miss M. Bush; Miss C. E. Rondeau.
- Richmond*.—Miss E. M. Smith; Miss A. E. Smith; Miss Jessie Haggart.
- Shawville*.—Mr. Robert J. Hanrau, B.A.; Miss Laura Forbes; Miss Annie Scott.
- Sherbrooke (Boys)*.—Mr. J. H. Keller; Miss Mitchell; Mrs. Berry; Miss Hawley; Miss McLennan; Miss Lothrop.

- Sherbrooke (Girls)*.—Miss B. L. Smith ; Miss H. Shirreffs ; Mr. A. Dorey.  
*Sorel*.—Miss May G. Johnson.  
*Stanbridge East*.—Mr. Nelson C. Davies ; Miss Jessie Corey.  
*Scotstown*.—Miss E. M. Burwash ; Miss Rix.  
*St. Andrews*.—Mr. F. W. Vaughan ; Mrs. T. Simpson.  
*Stanstead College*.—Rev. C. R. Flanders, B.A. ; Miss E. R. Pitcher, B.A. ; Mr. J. E. Mackenzie, B.A. ; M. M. Hart, B.A. ; Mr. Chas. Ford ; Miss Iola Shufelt.  
*St. Francis College*.—Rev. Chas. A. Tanner ; Mr. Chas. W. Parkin ; Mr. H. A. Honeyman, B.A. ; Miss Bessie Lufkin, M.L.A.  
*St. Johns*.—Mr. Max Liebich ; Miss C. Bulman ; Miss C. Nicholls.  
*St. Lambert*.—Mr. C. A. Jackson ; Miss M. L. Brown ; Mrs. Ray Pepper ; Miss Christina E. Cameron.  
*St. Sylvestre*.—Miss Mary E. Hume.  
*Sutton*.—Mr. A. L. Gilman ; Miss A. DeWitt ; Miss Mabel Wallace.  
*Sawyer ville*.—Mr. Geo. H. W. Ryan ; Miss Jessie McIntosh ; Miss M. McDermot.  
*South Durham*.—Mr. James E. Fee ; Miss Edna J. Duffy.  
*Three Rivers*.—Mr. John Douglas ; Miss Robitaille ; Miss McCutcheon.  
*Ulverton*.—Miss C. W. Woodside ; Miss L. Reed.  
*Valleyfield*.—Mr. D. H. Pettes ; Miss Sutherland.  
*Waterloo*.—Mr. James Mabon, B.A. ; Miss J. Solomon ; Miss Lucia Brown ; Miss Mildred Richard ; Miss Josie Temple.  
*Waterville*.—Miss T. Jane Reid ; Miss Eliza D. C. Armstrong ; Miss Maud E. Fuller.  
*St. Hyacinthe*.—Miss Kate E. Cole ; Miss Fraser.

### NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, by Order-in-Council, dated the 13th of July instant, 1894, to detach from the municipality of Mann, in the County of Bonaventure, from and including lots No. 2 to No. 10 included, of the west range of River du Loup, lots from No. 1 to No. 8, both included, of the east range of River du Loup ; that part of the block and all the parts of Cross Point, belonging or which may belong to the Catholics ; the lots from No. 3 to No. 7, both included, and the lots from No. 9 to No. 14, both included, of the north range of River du Loup, and to erect them into a school municipality, for Catholics only, under the name of Cross Point.

And to erect the residue of the said township Mann into a school municipality, for Roman Catholics only, under the name of the municipality of Mann.

This erection to take place only on the first July next, 1895.

19th July.—To detach from the school municipality of Saint Laurent de Metapedia, County of Bonaventure, lot numbers 32B and 33, and to annex them to the school municipality of Sellarville, same county. This annexation to take place only on the 1st of July next, 1895.

30th July.—To appoint two commissioners for the school municipality of Newport, County of Gaspé.

17th August.—To detach from the school municipality of Sainte Anne de Stukely, County of Shefford, the following lots of the cadastre, to wit : 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899 and 900, and annex them, for school purposes, to South Ely, in the same county. This annexation to take place only on the 1st of July next, 1895.

—To appoint two school commissioners for the municipality of L'Anse au Griffon, County Gaspé, two for the municipality of Cote de N. D. de Lusse, County of Jacques Cartier, one commissioner for the municipality of the town of Chicoutimi, and one for the municipality of St. Blaise, County St. John.

24th August.—To appoint five school commissioners for the new municipality of St. Abdon, County of Dorchester, one school commissioner for the municipality of Somerset South, County of Megantic, one for the municipality of Stukely North, County Shefford, and one school trustee for the municipality of the village of St. Andrews, County Argenteuil.

—To appoint Mr. Rodney H. Reynolds school commissioner for the municipality of Clarenceville, county of Mississquoi, to replace Mr. A. T. Hunter ; Mr. H. A. Pangbarn, school trustee for the municipality of Coteau Landing, County of Soulanges, continued in office ; and Mr. Abel A. Heath, school commissioner for the municipality of Barnston, County of Stanstead, to replace Mr. Clarence L. Hill, deceased.

30th August.—To appoint one school commissioner for the municipality of St. Calixte de Kilkenny, County Montcalm, and two school commissioners for the municipality of St. Marcelin, County of Rimouski.

7th September.—To re-appoint Mr. Mathias Moody school trustee for the dissentient municipality of Terrebonne, County of Terrebonne.

15th September.—To appoint five school commissioners for the new municipality of St. Ludger, County of Beauce.

11th September.—To re-appoint Mr. Samuel Ployart school trustee for the municipality of Saint Pierre de Durham, county of Drummond, his term having expired.

—To detach from the parish of Saint André d'Acton, county of Bagot, all the territory designated in the proclamation of the 11th of March, 1890, and to annex it, for school purposes, to the parish of Saint Théodore d'Acton, same county. This annexation to take effect only on the first of July next, 1895.

TABULAR STATEMENT IN CONNECTION WITH THE JUNE EXAMINATIONS OF 1894, (ACADEMIES).

NAMES OF ACADEMIES.	Pupils.										Gr. II. Mod.		Grade I.		Grade II.		Grade III.		Lat. Greek.		French.		Eng.		Geom.		Alg.		Arith.		Appiances.	
	Controlled.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.			
Aylmer.....	13719.56	41	31	15	16	11	9	2	10	3	7	7	1	6	3	2	1	13	1	27	4	29	2	3	1	14	17	19	9	1030		
Bedford.....	13949.61	61	33	17	16	13	5	8	14	10	4	3	0	3	3	2	1	15	5	1	0	23	5	28	5	14	6	16	1	7	1030	
Conatcook.....	14344.81	41	23	23	3	9	8	1	9	8	1	9	3	2	1	7	0	25	2	3	0	27	1	28	0	18	1	27	1	21	1189	
Compton Ladies' College.....	13682.80	36	26	23	6	7	5	2	12	10	2	4	2	2	3	3	0	25	1	21	2	26	0	19	0	18	5	20	3	1075		
Cookshire.....	15783.68	80	40	31	9	11	10	1	16	15	1	4	3	1	9	3	6	6	4	36	4	36	2	7	0	31	6	23	3	1075		
Cote St. Antoine.....	24524.82	63	52	46	6	23	22	1	12	12	0	7	5	2	10	7	3	40	1	51	1	51	0	29	0	40	11	40	2	1170		
Cowanville.....	7153.56	10	15	6	9	4	0	4	3	0	5	3	2	3	0	3	7	5	5	9	1	13	2	9	0	9	4	9	3	1035		
Danville.....	11337.57	63	35	19	17	13	7	6	10	7	6	10	7	3	5	2	3	7	2	1	0	30	5	31	0	16	5	10	23	3	1165	
Granby.....	17421.80	52	39	24	6	5	4	1	7	4	3	10	8	2	8	0	29	1	27	3	27	3	27	3	23	3	27	3	20	2	1180	
Huntingdon.....	79488.93	153	114	101	15	14	14	0	41	40	1	41	35	9	15	12	3	56	14	35	1	110	4	109	0	109	3	77	37	58	11	1195
Inverness.....	13693.84	31	22	21	1	6	5	1	7	0	7	0	7	0	2	0	10	0	20	2	22	0	16	0	16	0	20	2	19	1	875	
Lacluth.....	865.59	31	13	12	6	8	3	5	6	6	0	2	2	0	2	1	14	4	13	5	13	5	13	5	10	0	15	3	16	0	1045	
Quebec G. H. S.....	31671.75	77	58	41	17	20	15	5	19	13	6	14	9	5	4	1	49	6	3	0	53	3	57	1	36	0	29	17	45	8	1145	
Shawville.....	21022.87	48	35	29	6	10	7	3	10	10	0	7	0	8	5	3	31	4	15	0	31	4	35	0	23	0	25	10	25	2	1080	
Sherbrooke.....	4619.61	35	10	3	7	1	0	1	4	3	1	3	0	3	2	0	2	7	1	1	8	2	8	2	6	3	4	6	5	3	1020	
Sherbrooke.....	31029.80	69	50	43	7	15	14	1	12	11	1	18	14	4	3	4	1	45	4	50	0	50	0	31	2	37	13	42	3	1190		
Stanstead College.....	19176.53	72	41	19	22	12	2	10	9	6	3	11	7	4	9	4	5	36	14	4	3	29	31	10	26	3	23	8	23	9	1065	
St. Francis College.....	11231.49	95	28	12	16	10	4	6	6	5	1	9	3	6	3	0	3	11	6	4	0	16	12	19	6	12	2	11	13	19	6	1025
St. Johns.....	6090.57	53	18	3	15	6	1	5	7	1	6	4	0	4	1	0	5	0	15	3	4	14	6	1	5	11	4	13	1070			
Sutton.....	19596.68	81	31	23	8	7	3	4	7	6	1	13	13	0	4	1	3	21	7	38	3	27	4	21	3	23	7	22	3	1035		
Three Rivers.....	7370.59	41	17	4	13	7	2	5	3	1	2	7	1	6	8	9	9	9	16	1	15	2	15	2	2	5	12	9	8	1090		
Waterloo.....	26856.91	76	43	41	2	14	14	0	14	14	0	5	4	1	10	9	1	38	4	42	1	42	1	29	0	31	11	33	0	1125		

Grand Total Marks.

Average of the Percentages.

Names of Academies.



TABULAR STATEMENT IN CONNECTION WITH THE JUNE EXAMINATIONS OF 1894, (MODEL SCHOOLS).

NAME OF MODEL SCHOOLS.	Gr: Total Marks.		Pupils.		Grade I.		Grade II.		Grade III.		Gr. IIA.		Gr. IIA.		Lat. French.		Eng. Geom.		Alg.		Arith.									
	Percentage.	Enrolled.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.								
Berthier	22915	71	35	37	22	6	1	0	14	10	4	6	6	0	13	0	37	0	23	3	36	0	11	3	33	7	103			
Bolton Centre	4188	45	11	10	0	4	1	0	1	3	0	3	2	0	13	0	37	0	23	3	36	0	11	3	33	7	295			
Bryson	1527	69	19	13	8	5	3	4	1	2	2	0	2	0	1	6	1	13	0	21	2	3	4	0	6	3	295			
Bury	4327	74	21	17	4	9	6	3	8	1	2	3	0	1	1	13	0	21	2	3	4	0	6	3	33	7	181			
Chardon	7268	65	17	13	3	10	5	3	8	1	1	0	4	0	11	1	19	0	21	2	3	4	0	6	3	33	7	491		
Como	1991	69	12	1	3	1	2	2	1	1	0	4	0	4	5	1	11	0	11	0	9	3	2	0	5	3	304			
Dunham	1811	65	19	16	6	3	2	0	8	6	2	3	2	0	5	1	15	0	16	0	9	3	2	0	5	4	115			
Farriman	1973	61	4	1	6	3	2	3	2	1	3	2	0	1	1	11	0	8	3	2	0	2	0	2	0	2	1065			
Fort Congrove	3272	61	4	1	6	3	2	3	2	1	3	2	0	1	1	30	0	20	0	4	0	12	0	17	3	1115				
Georgetown	3218	68	11	12	11	8	5	2	8	7	1	3	3	0	1	20	0	20	0	4	0	12	0	17	3	894				
Hall	1956	46	11	5	1	4	0	4	2	6	2	1	0	1	4	1	13	0	4	1	1	0	1	0	1	0	1062			
Hatley	9680	61	35	15	10	6	3	3	3	2	1	5	2	3	4	0	13	2	14	1	4	0	5	4	11	4	1062			
Henningford	18064	81	40	22	13	9	5	4	1	7	3	4	5	4	15	2	30	2	14	1	10	0	12	5	15	7	1065			
Hull	11649	56	45	24	6	18	13	3	19	7	2	5	4	1	3	3	10	3	31	3	1	3	0	10	17	0	771			
Kilnear's Mills	1784	82	31	20	5	0	5	4	0	7	8	3	0	3	3	0	30	0	30	3	1	3	0	5	3	30	0	771		
Lachine	12960	49	51	37	5	31	13	1	11	7	0	7	8	2	6	16	0	15	0	8	0	6	0	7	13	4	1010			
Lacolle	11730	75	36	15	15	0	1	0	5	0	2	0	1	2	10	2	16	0	15	0	6	0	7	13	4	1010				
Leeds	2311	71	35	23	12	20	12	3	8	0	1	6	3	3	14	0	31	2	32	1	3	16	4	6	13	19	811			
Lemoxville	6171	81	17	14	3	12	5	0	8	0	6	5	2	3	1	6	10	4	5	9	1	0	0	2	3	11	1105			
Levis	13241	61	48	21	12	9	3	3	6	3	1	1	0	1	1	16	5	15	3	9	0	6	6	6	16	5	1065			
Madocsville	23265	70	35	31	14	9	3	7	5	2	3	1	2	1	11	6	26	7	27	3	16	2	7	17	23	7	1015			
Marbleton	5683	78	22	9	9	0	3	0	6	6	0	5	2	3	2	11	6	26	7	27	3	16	2	7	17	23	7	1015		
Mayne	10663	71	32	15	11	4	5	3	3	0	4	3	2	1	3	2	1	4	0	15	0	15	0	5	0	6	3	13	2	1015
New Richmond	4991	62	35	8	4	4	2	1	4	2	3	2	3	0	4	0	19	2	37	4	31	0	6	3	13	2	1015			
Ormsdown	35926	66	54	51	30	21	17	11	6	1	4	0	12	13	5	3	5	0	21	7	4	3	0	6	3	13	2	1016		
Paspébiac	30713	85	39	22	21	7	4	3	2	2	0	4	0	1	0	1	19	2	37	4	31	0	6	3	13	2	1016			
Portage du Fort	1476	61	32	11	4	7	3	2	2	2	0	4	0	4	0	12	0	12	0	15	0	6	0	6	0	10	2	17	0	814
Rawdon	15238	85	21	12	12	3	6	5	0	5	0	7	0	2	2	0	12	0	17	0	7	0	7	0	10	2	17	0	814	
Richmond	1370	20	25	10	2	1	0	1	0	5	0	4	0	2	0	5	1	17	0	17	0	7	0	7	0	10	2	17	0	814
Richmond	4327	66	23	13	9	9	2	4	1	6	2	1	3	3	1	8	6	23	3	23	1	4	0	11	5	22	4	1061		
Soleton	2011	62	10	4	3	1	3	2	1	0	0	3	3	0	0	1	4	0	1	0	0	1	0	0	1	0	1	1068		
South Parish	9676	70	23	11	11	0	2	2	3	3	0	6	6	0	3	11	0	11	0	11	0	6	0	9	0	1	1	0	965	
South Parish	18241	63	32	18	11	7	5	0	6	4	2	4	1	3	3	1	13	5	4	3	2	11	15	3	13	3	1345			
St. Andrews East	2674	75	48	29	21	8	1	10	6	4	4	10	7	3	9	8	16	0	39	0	14	1	18	1	18	1	1390			
St. Andrews	38860	71	42	33	24	17	13	2	7	3	4	6	5	2	2	1	13	3	32	1	23	5	9	6	5	2	1371			
St. Lambert	9651	69	29	14	11	3	7	4	1	0	6	6	0	2	1	6	13	0	18	0	10	0	2	0	4	0	1020			
St. Sylvestre	8113	76	53	11	10	1	3	3	0	5	4	1	0	6	3	6	13	0	18	0	10	0	2	0	4	0	1020			
Uxville	5688	53	22	19	6	13	10	2	8	4	1	3	0	9	1	6	13	0	13	0	5	0	8	0	7	0	1020			
Valleyfield	15985	72	21	20	1	7	1	0	6	0	0	1	1	0	1	21	0	21	0	21	1	5	1	6	8	20	0	1031		
Waterville	15951	61	29	18	10	8	1	4	3	5	0	4	3	3	0	1	16	1	16	2	17	1	5	1	6	3	11	7	1031	
Windsor Mills	15951	61	29	18	10	8	1	4	3	5	0	4	3	3	0	1	16	1	16	2	17	1	5	1	6	3	11	7	1031	

Apphances.