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THE
EDUCATIONAL RECORD

OF THE
PROVINCE OF QUEBEC

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

Editor, - - - J. M. HARPER.

Editor of Official Department, Rev. E. I. REXFORD

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Montreal:

DAWSON BROTHERS, Publishers.

1887.

MCGILL NORMAL SCHOOL

32 BELMONT STREET, MONTREAL.

THIS Institution, under the joint control of the Honorable the Superintendent of Public Instruction for the Province of Quebec and the Corporation of McGill University, is intended to give a thorough training to Protestant teachers.

The complete course extends over a period of three annual sessions of nine months each—an Elementary School Diploma being obtained at the close of the first session, a Model School Diploma at the close of the second, and an Academy Diploma at the close of the third. All these Diplomas are valid as authorizations to teach in any part of the Province of Quebec, without limitation of time.

None are admitted to the School but those who intend to devote themselves to teaching in the Province of Quebec for at least three years. To such persons, however, the advantages of the School are free of charge, and those who are successful in getting Diplomas receive, at the close of the session, a sum not exceeding \$36 in aid of their board, and, if they reside more than ninety miles from Montreal, a small additional sum towards their travelling expenses.

Admission to the School is by examination only. The conditions of admission to the higher classes may be learned by consulting the Prospectus of the School. Candidates for admission to the Class of the First Year must be able to parse correctly a simple English sentence; must know the Continents, greater Islands, Peninsulas, and Mountains, the Oceans, Seas, larger Gulfs, Bays, Straits, Lakes and Rivers, and the chief political divisions and most important Cities of the world; must write neatly; a Dictation from any School Reader, with no more than five per cent. of mistakes in spelling, in the use of capitals and in the division of words into syllables; and must be able to work correctly examples in the simple rules of arithmetic and in fractions.

The next session of the School opens September 1st, 1886. Names of candidates will be enrolled on the 1st and 2nd days of the month, examinations will be held on the 3rd, successful candidates will be received and lectures will commence on the 4th.

Forms of application, to be partially filled at the places of residence of candidates, and copies of the Prospectus of the School, may be obtained by application to the Principal, Dr. Robins. When issued, the Prospectus of the School for 1886 will be sent to every Protestant minister of Quebec, as far as addresses are attainable.

THE
EDUCATIONAL RECORD

OF THE
PROVINCE OF QUEBEC.

No. 8 & 9. AUGUST & SEPTEMBER, 1887. VOL. VII.

Articles: Original and Selected.

DOES EDUCATION DIMINISH INDUSTRY?

The London *Spectator*, at once the most serious and dignified of papers, recently published an article of which the above is the title, which took for the subject of its comments the plan now being advocated in England for introducing workshops into the national schools. As the same plan is coming into prominence in this country, the *Spectator's* remarks will interest our readers. The writer in question says that many critics of the present system of primary instruction in England fear that it will breed up a generation with a distaste, and even contempt, for manual labor. "The boys make less trusty workmen, and the girls worse cooks and housemaids and laundry-women." They "are less handy and more conceited than a former generation; having less liking for work, and more 'notions.'" As this language is used in advocating a specific project, it is, perhaps, too strong to be critical; but there is no doubt it expresses a feeling very general not only with "the classes," but with the employers of labor, of all degrees, and especially with employers in a small way. Moreover, behind all these complaints, some of which are justified, for the English have as yet been too busy making up leeway in the battle with utter ignorance to attend sufficiently to technical education, there rests an idea general enough and broad enough to deserve attention—the idea that education is in itself

inimical to continuous industry. A lad who expends some years in acquiring knowledge will not, it is fancied, betake himself willingly to the drudgery of manual labor, will avoid it, even if he loses by the avoidance, will crowd into the towns, and will go perilously near starvation in any easy employment, rather than work with his hands for fifty-four hours a week. The old method of training lads through apprenticeship to the necessary habit of endurance is breaking up, and with it the mechanical aptitude transmitted through generations which made the acquisition of the necessary knowledge almost unconscious. The working lad's mind has expanded, however little; and he will not, it is contended, work as he did. It is quite right that the subject should be stirred, for, if the theory of the objectors is true, the look-out for the world is but a poor one. Some of the most necessary tasks are disagreeable tasks. Somebody must cart the muck, dig the drains, unload the ships, stack the coals, carry the bricks, or the world will stop; and a resort to slave-labor would be criminal, or to excessive pay, highly inconvenient or impossible. Machinery will not do everything; will not, for instance, before making the bricks, excavate and damp the clay for filling the moulds. The human hand is still, in many departments of labor, the only conceivable as well as the only available machine. Education cannot be stopped; and if, therefore, education develops an aversion to hard work, humanity will stand in presence of a nearly insoluble problem. The chance even is serious, and attracts the more attention because there is some *prima facie* evidence that the danger is real. One clever race, the Jew, which, though often uneducated, has just the kind of intellect that education by itself produces, steadily and successfully avoids hard manual labor. The Hebrews all over the earth will not plough, yet they contrive to live. Another, the Yankee, which is educated, dislikes work so much that it is said that its true destiny is to oversee workers, and that a Yankee sitting on the gate to drive other men to labor is worth five other Yankees in a field. The drift toward the towns, which in all countries follows education, and is now covering Europe with huge centres of population, is believed to be in part caused by the hope of obtaining "light" tasks; and the excessive increase of competitors for clerkships has been for years matter of constant observation.

The clerks swarm in ever-increasing numbers, till their wages are driven down to starvation-point, and they declare themselves incapable of living under a competition which seems to have no bounds. There are trades, we believe, now, in which the clerks pay their employers. Some of the peoples of the continent are penetrated with the notion that instruction is fatal to willing labor. Mr. Hamerton, in his wise book on France, declares that the peasants think a son who has gone to school outside the village is lost to their work, and believes that in the main they are right, the lads who have been instructed revolting against the unbroken toil, the penury, the calculating thrift, essential to the peasant life. English dealers of the lower class say a lad must be taken young, or he will never succeed; and in one trade at least, that of a sailor, the rules in favor of beginning early are made immutable, the old hands knowing from experience that the life is intolerable to most of those who have tried any other.

On the other hand, no dislike of work, and especially no dislike of agricultural work, which is at once the roughest, the most continuous, and the worst paid, has appeared among two of the best-educated races. The Scotch, who have been taught for two hundred years, and are now more thoroughly trained than the English national-school boys, show no disposition to avoid labor, but are, on the contrary, remarkable for persistent and fairly contented industry. There are thousands of Hugh Millers among them, though without his genius. The Prussian peasants, who are as educated as the English will be twenty years hence, work exceedingly hard, and in the country, where their holdings are their own, show none of the resentment at their fate which is no doubt manifested in the towns in the form of socialist aspirations. Gardeners, who all over Great Britain are the best instructed of manual laborers, work, more especially when working for themselves, with unusual diligence; and it is matter of constant observation that a laborer who happens by any accident to be a "bit of a scholar" can be depended upon when work presses and every man is required. The people of Rome, who can read and write, are far more diligent than the Neapolitans, who cannot; and the best workmen in Italy are those who have passed through the army, and so obtained what is practically an

education. There seems no *à priori* reason why it should be otherwise. Attendance in the schools, which are well ventilated and warm, notoriously improves health, and there is no evidence whatever that it diminishes strength in the lower class any more than in the upper, who decidedly benefit by school-life. Nothing recognizable, in fact, happens to the child who is taught, except a break in his habit of steady endurance, which is met in the agricultural schools by the system of half-time, and does not appear to impair industry in factories or workshops. Cultivated lads—we mean lads “well educated” in the conventional sense—work in scores in the founderies, learning the engineer’s business through a most severe physical apprenticeship; and lads who emigrate without capital, constantly work at hard tasks as well and as steadily as ploughmen; often, moreover, acknowledging a complete contentment with their toil. They feel monotony when there is monotony; but they do not resent hand-work any more than thousands of educated Canadian or New England farmers. On the whole, and subject to the evidence which can only be supplied by many more years of observation, we say the truth was something of this kind. Education of the modern kind does not diminish industry, and does not, except for a very short period, break the habit of assiduity at work. Nor does it diminish the readiness to do manual labor in those who can do it, though it does diminish their number—the “delicate” lads, as their mothers call them, who, if left uneducated, would have gone on in the grooves of their forefathers, taking by a species of natural selection to the lighter tasks. The remainder work as before, though probably, not in the old, machine-like way. They spare themselves more, are more quick to avoid unnecessary toil, and no doubt, as a large proportion are and must be selfish men, in numberless instances they “scamp” their work in ways the unintelligent never think of. That scamping, together with the eagerness for more money produced by new wants, and a certain indocility or independence, combine to produce an unfavorable impression as to industry which is not justified, or rather is due to other causes than the aversion to work. The English must wait a little for full information, the boys who have passed through school not being thirty yet; but they do not despair of seeing plenty of Hugh Millers among their workmen; that is,

men who are educated, yet have a definite love for and pride in exceeding hard and monotonous manual toil. Miller set up stone walls for eight hours a day—a real back-breaking occupation—but he had learned more than most lads. It would be well if half-time could be made general, as many are nearly convinced it would increase learning, by allowing school-time to last longer, and would not discourage any scheme for keeping up the habit of manual labor, which will be the lot of the great majority while the world goes round, and which is, in fact, the permanent gymnasium of the human race; but there is little fear, even if the present system continues. The changes which may come will not be produced by laziness, but by a longing for larger wages, and the comfort they bring, which some industries, agricultural especially, in closely populated countries, may find it difficult to satisfy. It will be satisfied, however, in one way or another, for education opens wide the grand safety-valve, the power of wandering over earth in search of the opportunity of toil. For what we know, the human race may be destined some day to perish like mites on a cheese, through their own multiplication; but, at present, there is ample space for all of our race, who may for the next century, at the cost only of expatriation, have their twenty acres apiece to work on. Germans, Englishmen, Italians, are swarming out in thousands daily; but still there is no chance that they will perish for want of room, or be driven, like Chinamen, to that ceaseless work for bare existence under which other virtues than industry are apt to perish. Another Europe could live and prosper on the unpeopled river-basins of South America. Education helps to disperse mankind; and we certainly do not find that emigrants, who are rarely of the know-nothing class, are at all reluctant to undertake severe toil. Is there not in the whole discussion a defect caused by tradition, an impression that as brain-workers avoid hard labor, knowing well that they cannot do both up to their full power, those whose brains have been developed will never do it? Fortunately, or unfortunately, they will specially feel the great disciplining force of the world, "the strong conscription of hunger," which constrains us all. If all the world were Newtons, nobody would get a mouthful of bread without somebody facing all weathers to plough and sow and reap.

PARADISE LOST AND LA HENRIADE.

BY FREDERIC DE KASTNER, QUEBEC.*

Let us say at once that none of the characters drawn by Voltaire can be compared in any respect, to Milton's sublime demon. He has created a Henry IV, whom all the eighteenth century believed in, but in whom we believe no more. No doubt, the *Béarnais* was a remarkable man, a great politician, beneficent by his skepticism, since he restored peace in France. He was a clever and intrepid general, a lion, if you like, but while uniting his courage with the cunning of a fox, the latter in him nearly always got the better of the former. The man who became a Roman Catholic after Saint Bartholomew, turned again a Huguenot in order to gain a party and an army, and turned once more a Roman Catholic to obtain a crown, the man who said:—"Paris is worth a mass indeed," has nothing ideal about him, and cannot be chosen as the hero for an epic. The epithet of *virtuous*, coupled with his name by Voltaire—

"Le vertueux Bourbon, plein d'une ardeur guerrière
A son prince aveuglé vint rendre la lumière."

makes us smile, even if we accept the term in its widest sense and use. That clever, unscrupulous fellow, whether from a natural disposition, or from policy, had really virtues worthy of a king. His humanity towards the prisoners on the battle-field, the food he handed to the very subjects he besieged, his tolerance, are things which the eighteenth century delighted to think and speak of, and rightly so, after the measureless selfishness and the fanaticism of Louis XIV. Henry's conversion to Roman Catholicism is totally lacking in enthusiasm. It is easy to see that Voltaire cares very little for his abjuration, and that he only speaks of it, because history compels him to do so."

"Son cœur obéissant se soumet, s'abandonne
A ces mystères saints dont son esprit s'étonne."

With regard to Mornay, that ice-cold Mentor, he is too much in advance of his age. He is Voltaire or some one of his disciples covered with an armour of the sixteenth century.

* The conclusion of a paper published in the last issue of the E. R.

Our poet was better inspired by the League and the Leaguers, although they are far from being perfect. Mayenne, the chief of the League, says nothing, does nothing. D'Amable, who is presented as a hero, only leaves the ranks of the other leaguers to be killed by Turenne, who appears only in that single fight. Some parts, it is true, atone for those weak points. The character of Jacques Clément, for instance, is well drawn. The portrait of Henry de Guise, the tyranny of the sixteen, the fanatical sermons of the monks, the relation of Saint Bartholomew, in which we find the death of Coligny, the death of Henri the Third, the horrors of famine in Paris, the episode of the mother eating her child, all those pieces, very much admired formerly, are still worth reading.

Voltaire, not so highly inspired as Lucan in his "Pharsalia" thought he should use the marvellous in an action entirely performed by human beings, the particulars and the authors of which we know authentically. "Such a marvellous as this," says Paul Albert, an excellent critic, "is not only cold and false, it is visibly useless." We may overlook the apparition of Saint Louis, but what can be thought of these supernatural, symbolical beings, Discord, Policy, Fanaticism; and as if it were not enough with those allegories and Christian saints, we have to deal with Cupid and his rusty quiver. Moreover, Saint Louis, who has the charge of converting Henri to Roman Catholicism, confesses that what Rome praises, God, more severe and just, sometimes disavows,—a sentence which would do very well in the mouth of a Protestant, but not of a man canonized by the Roman Church.

"Ce que Rome loue
Dieu, plus sévère et plus juste, quelquefois le désavoue."

To finish with that matter, Saint Louis sends the archangel, Saint Michael, to warn Mornay to struggle against Cupid. This ridiculous farrago is what the great Frederic calls "a machinery which cannot shock any sensible reader." As I said before, the Palace of Destiny, as in the *Eneid*, contains the souls of those who are to exist in the future, but the imitation is very poor. The episode of Marcellus suggests finer inspiration to Voltaire. He laments, in touching verses, the death of the "Duc de Bourgogne" the pupil of Fénelon, and the grand-son of Louis XVI., prematurely carried away by death, like his father, and whose reign gave rise to great hopes, as the following lines prove:—

“ La France sous son règne eût été trop heureuse !
 Il eût entretenu l'abondance et la paix ;
 Mon fils, il eût compté ses jours par des bienfaits ;
 Il eût aimé son peuple.”

The Frenchmen of the first half of the eighteenth century continued to believe in the love of kings for their subjects. On the day when they lost that illusion, there was shadowed in the back ground of monarchy the scaffold of Louis XVI.

If we compare the style of the two poems, the superiority of Milton's is well marked. Rossetti seems to admire the style of the great poet, his numbers, his sonorousness, even more than the mastery he has over the sublime. I had read the first three books of *Paradise Lost* before having read his criticism, and I must say that from the very first lines, that noble, harmonious, mystic cadence was deeply felt by my foreign ears. I felt just like a man whom some superior force carries away in the air. That powerful inspiration lifts you up, hurries you away and places you on a level with the high thoughts which it expounds.—Marvellous privilege of a genius which, like the Spirit of God, is able to impart to us something of its force and grandeur. We seldom experience such a feeling in reading Voltaire. His style is unequal and abrupt. It bears marks of the dullness of the ideas even in those excellent passages in which it is really worthy of an epic. There are in the poem assuredly some very fine verses, but others very common place. Some words, *il, et, voler*, are ineffectually repeated, to make up for the want of animation. The Jesuit Cahour who, of course, condemns the *Henriade* as being an untrue, satirical and Protestant history of the League, gives a list of the lines of which a portion of each belongs to Corneille, Racine, etc., but I have little faith in this charge of plagiarism. We must not forget that these great authors were Voltaire's favorite reading. Those passages may be looked upon as mere automatic repetitions of the memory ; yet it may be said there are too many of them. However, when the poet meets on his way with some of those subjects which pleased his philosophical mind, and the less susceptible of poetic illusions, he soars very high. The passage on attraction is splendid. It is, perhaps, the finest of the poem :—

" Dans le centre éclatant de ces orbes immenses,
 Qui n'ont pu cacher leur marche et leurs distances,
 Luit cet astre du jour par Dieu même éternisé,
 Qui tourne autour de soi sur son axe enflammé.
 De lui partent sans fin des torrents de lumière :
 Il donne en se montrant la vie à la matière,
 Et dispense les jours, les saisons et les ans
 A des mondes divers autour de lui flottants.
 Ces astres asservis à la loi qui les presse,
 S'attirent dans leur course et s'évitent sans cesse,
 Et servant l'un à l'autre et de règle et d'appui
 Se prêtent les clartés qu'ils reçoivent de lui.
 Au delà de leur cours, et loin dans cet espace,
 Où la matière nage et que Dieu seul embrasse.
 Sont des soleils sans nombre et des mondes sans fin.
 Dans cet abîme immense il leur ouvre un chemin.
 Pardelà tous ces cieus, le Dieu des cieus réside."

On the whole we may say that there are in "La Henriade" some very fine pictures, a certain number of fine verses and noble ideas well expressed; but this is not sufficient to make an epic. Unity of action, and interest, persons acting and living a heroic life, variety and faithfulness in the characters, the feeling of the sublime, and a lofty style are also required. The very choice of the subject and the unlucky use of the marvellous, condemn "La Henriade" irremissibly as an epic; yet, after all, it may be classified as an estimable work, and the best, certainly, which has been written in French on such a subject. It is true, perhaps, that Frenchmen have not the like faculty. It is, perhaps, sufficient for them to possess good dramatists, the most distinguished lyrical poets and writers of a prose unrivalled in modern times. A number of our writers, however, protest against that conclusion, and maintain we have an epic in "*La Chanson de Roland*." The fact is that this poem was during the middle age a favorite not only in France, but also in Spain, in Italy, in Germany and England, and was translated and imitated everywhere. The Norman *Taillifer* sang it between the two armies at the battle of Hastings. Among all the other songs of the "Trouveres," what we call "chansons de gestes," it is distinguished for unity of composition, the elevation of the religious feeling, the ardor of patriotism, the grandeur of the characters, and the purity of manners. Unluckily, it wants the supreme consecration of a language brought to perfection.

In concluding, it may be said that "La Henriade" had an immense success in the eighteenth century. Immediately after it had been published, it was translated into Latin, into Spanish, into Italian, German and English. Frederic the Great took the trouble to write for the poem a preface in which he placed Voltaire over Homer. The cause of such enthusiasm as this is very easy to understand. "La Henriade" deeply reflected the feelings of the age in which it was written, that is to say, reaction against despotism, the great hopes to which the new reign gave rise in France, and tolerance in religious matters, which penetrated, everywhere. This is well, as the fine passages scattered here and there through the poem may justify the words of Villemain who, after a very severe criticism of "La Henriade," exclaimed: "and yet, the difficulty of art is so great, it is so beautiful to approach a few steps nearer its sublime height, that it will live in our language. Upheld by the names of Voltaire and Henri, "La Henriade" will remain among the things to be remembered.

Editorial Notes and Comments.

The Institute season has come and gone. Our teachers have entered upon the work of another school year, and are no doubt by this time busy testing the new ideas and experimenting with the many methods, which have been brought to their notice during their long vacation. All over North America have again been witnessed the usual summer gatherings of teachers, from the crowded assemblage of thousands, to the small society of fifty or sixty. To those who merely read the reports of these gatherings the routine seems almost the same as it was last year, and for many years before; yet, in the case of those who examine them carefully, for the sake of study and assistance, there is to be found a deeper philosophy spreading itself throughout the proceedings of each and all of these gatherings. The *truly* practical can only be discovered by the mind that sees beyond the *merely* practical, and everywhere the teacher is beginning to seek out the *reasons why* one method in imparting instruction is better than another. The great convention held at Chicago was certainly one of the events of the year, while the managers of such conventions as those

held at Burlington and in North Carolina, are to be congratulated on the success of their labours. There were the usual gatherings in several of the provinces of Canada, in Ontario, Nova Scotia and New Brunswick. In our own province, the annual meeting of the Provincial Association of Teachers takes place during the month of October, and probably on this account, the teachers were all the more inclined to join the Teachers' Institutes held in various sections of the country. This year there were held four of these Institutes at the following places: Lennoxville, Bedford, Aylmer, and Ormstown. The first of these meetings was attended by a hundred and twenty teachers, the second by over one hundred and fifty, the third and fourth by sixty or seventy respectively, there being altogether enrolled over four hundred teachers, who were evidently anxious to improve their opportunities, and advance in the calling which is certainly one of the most important a man or a woman may engage in. The aim and origin of these Institutes are now so well known that we hardly need enter into further explanations. Suffice it to say that the work is to all intents and purposes of a practical character, and a description of the routine of one of the gatherings is all that is required to understand the general scope of the work. At Lennoxville, as has already been reported in the newspapers, the four days passed very pleasantly. In a word, the members of the Institute formed, for the moment, one large family, boarding in the college buildings, and enjoying that fellowship which so often develops into true and lasting friendship, amid the rural environment of one of the sweetest localities in the province. About the place there is a charm which makes it all that one could wish as a pleasant rendezvous for conventions of all kinds. The college building forms the centre of a picture of the most attractive rural beauty, from which can be seen the ripple of the river as it winds around the holms and meadow lands—a thread of silver fringed with the shadows from the neighboring forest lands, or reflecting the symmetry of some solitary elm near the brink. "What a sweet spot!" was the general ejaculation from the teachers as they arrived, and found the dormitory windows looking out upon the valley which finds its background in the city of Sherbrooke. With such surroundings, the Institute was a success almost before it was organized. Those who assisted in the work of the Institute were

the teachers of the McGill Normal School, the Secretary of the Department of Public Instruction, the Principal of the University, and the Inspector of Superior Schools. The work of enrolling the members was accomplished by the Secretary and Mr. Hubbard, Inspector of Schools for Sherbrooke district, while the Rev. M. Scarth, representing the college authorities, did everything that lay in his power to find places for the members who intended for the time being to take up their quarters in the College buildings. The Rev. Dr. Adams, on the first morning, read an address of welcome to all, referring to the importance of the work which he and those whom he was addressing were engaged in. At a subsequent session, Dr. Adams further assisted in the work of the Institute by reading a paper upon the peculiarities of numbers, illustrating his theory by practical references to the numbers themselves in their various combinations, sanctioned by the rules of Arithmetic. Dr. Robins, of the Montreal Normal School, gave four lectures on the study of English, with special reference to the *Deserted Village*, a poem which he analyzed to the students in a manner the most interesting and instructive. His opening lecture was one calculated to excite the enthusiasm of all who heard him, and followed as it was by a careful examination of the words, sentences and style of Goldsmith's poem, it formed, we have no doubt, the starting point from which many of the teachers of the province will pursue their studies in this direction with the zeal of the investigator. Dr. MacGregor gave a series of lectures on number, with special attention to the scales and mensuration. Rev. Mr. Rexford, as had previously been announced, devoted his attention to School Discipline, illustrating his lecture by practical hints, and giving advice which, when followed, tends so much to the building of character in the school-room. To Mr. Rexford is due, in large measure, the inauguration and success of these Institutes, and as their Director, he still continues to take the deepest interest in their success. A series of lectures was also given by the Inspector of Superior Schools on class management, comprising an elucidation of the various methods by which the teacher may produce the best effects in the school as an organization and in the pupil as an individual. Professor Cloutier, of the Laval Normal School, was present during the various sessions, and at one of them he was induced to give

a lesson on the teaching of French, which was highly appreciated. The sessions lasted from nine o'clock in the morning till noon, and from two to five o'clock in the afternoon. A reception meeting, presided over by Dr. Adams, was also held by the inhabitants of Lennoxville, in the large dining hall of the institution, at which there were addresses and music. Such was the Institute as it was held in Lennoxville. The burden of the work fell upon those who had been previously announced in the RECORD as the appointed lecturers, yet the assistance which these gentlemen received from others added to the interest of the meetings.

—At Bedford the meetings were held in the county buildings, the Academy being too small for the attendance. The preliminary arrangements had been placed in the hands of Mr. H. Butler, the venerable principal of the academy, whose efforts in behalf of the teachers were gratuitously seconded by the inhabitants of the place. The billeting of one hundred and fifty strangers in a place the size of Bedford is no easy task, yet nothing but the warmest praise can be given to those who looked after the personal comfort of the teachers. Beyond the meetings of the Institute proper, there were two public meetings, while the Rev. Mr. Nye gave a reception to the teachers within the pleasant grounds of the parsonage which he took pains to illuminate for the occasion. The town itself is built on the banks of the Pike River, and is divided into upper and lower Bedford. There is some talk of the erection of a new school-building, and no doubt when the teachers meet again within this pleasant locality, they will hold their meetings within its spacious rooms. Bedford would be a good centre for one of the annual conventions of the Provincial Teachers' Association.

—At Aylmer the ground was to some extent new and unbroken up to the time of this year's meetings. No teachers' gatherings had ever taken place further up the Ottawa than Lachute. The zeal of Inspector McGrath, however, has in it not a little of the spirit of the pioneer, and to him is due the credit of inducing so many of the teachers to attend. The routine was much the same as that at Lennoxville and Bedford, the results being very satisfactory to all who took part in carrying out the programme. Mr. Calder, the principal of Aylmer Academy, was kept busy from morning to night in looking after the interests of his fellow-teachers. The rector of the parish, the Rev. Mr. Cunningham, presided at the public meeting, and otherwise assisted in making

the visit of all pleasant and satisfactory. Aylmer is a place of about two thousand inhabitants, beautifully situated on the banks of the Ottawa, which here widens out into a large lake, two or three miles in width. Mr. Driscoll, the prothonotary, who delights in yachting beyond all other pastimes, arranged an excursion for the teachers in his private steam launch, to the thorough enjoyment of all who took part in it. The hospitality of such as Mr. Driscoll, extended so generously to two of the lecturers at the Institute, gave the writer a personal experience of the warm-heartedness of the people who breathe the air of the Upper Ottawa. The welcome which the teachers received at the hands of the Aylmer people will not readily be forgotten by them. And what has been said of these places and their hospitality may be said of Ormstown, where the last Institute of the season was held, and where, as we have been told, everything passed off successfully, notwithstanding the excessive heat. The attention of those who were present at any of the Institutes is called to the examination questions, which are to be found under another department. The word *examination* does not convey the proper idea of this part of the Institute's work. The true purpose of the questions is to induce the members to reflect upon, and mentally digest the information imparted during the meetings, and to give their opinions about the subjects discussed in their own diction—in other words to induce them to review the work done. The lectures may be looked upon as the mere initiatory stage of the student's progress in professional study, while the papers sent in will give evidence that further study has not been delayed.

Current Events.

The Directors of the Lachute Academy have issued a new calendar for the guidance of its patrons. Mr. McOuatt continues principal of the school, with the fairest prospects of success. Clarenceville Academy has made a new departure this year, and the school will no doubt feel the benefit of it. Messrs. Silver and Rolph are to be the teachers, the former being principal and mathematical master, the latter classical master. Other changes have taken place in the teaching staff of some of our country academies. Mr. Wardrop, of Dunham, has been appointed principal of Cowansville Academy, in room of Mr. Gilman, who has

taken editorial charge of the *Covansville Observer*. Mr. Robert Smith resumes work in the province as master of Lachine Model School, while Mr. Proctor has been appointed to the Bryson Model School. We regret to learn of the withdrawal of Mr. Norman Bayne from the Leeds Model School, and of Mr. Phelps from Farnham. The following appointments have been made in Quebec city:—Miss Mackintosh, Miss Forrest and Miss Winn to the D'Auteuil Street School, Miss Jamieson to the St. Margaret Street School, Miss Wilkinson to the Girls' High School, and Miss Stobo to the Diamond Harbor School.

— Not long ago we referred to the sickness of Dr. John Bennet, late Superintendent of Schools, New Brunswick. This month we have to record his death, which took place at Dalhousie. His remains were removed to St. John, where they were honored with a public funeral. The teachers of New Brunswick have lost a friend in the death of one who labored so long as Superintendent. The bright smile and genial greeting of a man who was never known to do a wrong to his fellow-men is not so often met with in this world that it can pass away without regret by those who have come within its influence. Superintendent though he was, no man was ever more welcome in the school-room than Dr. Bennet, with his cheering presence, shrewd advice and heartfelt sympathy. He had been a teacher himself, and knew well the anxieties and troubles which beset the teacher's path. To assist in making smooth the way for those in trouble was one of his strong characteristics. Of matured scholarship and careful training, he was respected for the knowledge he possessed in all matters pertaining to the teacher's calling, from the Elementary School to the High School. Among the older teachers, his life-work and character will no doubt long continue to be spoken of as something of the "light of other days" that brought a blessing with it. Our sincerest sympathies are with his family.

— The Hon. William Sullivan, Premier of Prince Edward Island, is evidently very angry that some of the educational journals of America should have noticed his treatment of Mr. Alexander Anderson, of the Prince of Wales College, Charlottetown, and he seems to have suborned one of his literary myrmidons to father his wrath. The scribe threatens to make an example of the *RECORD*, which only copied the substance of

what had appeared elsewhere. As the RECORD is strictly non-political, and seeks to be respectable in all its dealings with men, there is nothing for it to do but to await with patience the results of the splenetic Prime Minister's indignation. As far as we have learned of Mr. Sullivan, it seems that his vanity is as pronounced as is his cruelty towards teachers. It was he who lately introduced a measure to reduce the salaries of all the teachers of his province, but was only able to extend the measure to one against whom he has lately conceived some dislike or other. Not unlike the boy who fears punishment more than wrong-doing, he is now anxious to escape the responsibility of his acts by abusing those who have inadvertently exposed them. The conduct of such a man is worthy the condemnation of every teacher in the land.

— The Rev. Dr. Jenkins, pastor *emeritus* of St. Paul's Church, Montreal, preached lately in that church his jubilee sermon, commemorating the fiftieth anniversary of his ordination. Dr. Jenkins was formerly one of the School Commissioners for the Protestant Schools of Montreal, and always took a great interest in all educational movements in the commercial capital during the period of his residence there. "It is difficult to realize," says the *Halifax Witness*, "that Dr. Jenkins is a retired minister, or that he has reached the jubilee of his ministry. His voice is still as musically clear as ever. His mind is vigorous, his eye is undimmed, and, well, we will not venture to add that his strength is altogether unabated. That he may still see many happy and useful days is the earnest wish of his hosts of friends." We heartily join in the desire that has thus been expressed.

— A bronze statue is about to be erected in the grounds of the Education Department, as a memorial of the late Dr. Ryerson, who laid the foundation lines of the present system of education in Ontario. The statue, when finished, will represent the doctor standing in the attitude of addressing a public assembly. The cost of the monument is to be defrayed by subscriptions from the inspectors, masters, teachers and pupils of the public and high schools, etc., supplemented with a grant of \$2,000 from the Legislature. A further sum of from \$750 to \$1,000 is yet required before the statue can be placed in position.

— We are glad to hear that school affairs in the district of Stanbridge East are about being settled in a way to satisfy all parties. The Rev. Mr. Jackson is a gentleman who seems to have the welfare of the community at heart, and one who has labored anxiously to bring about the most favorable result. He is evidently a true friend of the teacher. The neighboring parish of Frelighsburg has also arranged its school affairs in such a way as to have in future the benefit of a graded school under the direct supervision of the School Commissioners. To Mr. Spencer, the Member of Parliament for the district, is due much credit for the interest he has taken in this movement.

— Dr. J. H. Vincent, Chancellor of the Chautauqua University, telegraphs from London that he has secured the services of Prof. Henry Drummond as a lecturer this season at the Chautauqua and Framingham Assemblies. Professor Drummond, though comparatively a young man, is well known in literature, but chiefly as the author of "Natural Law in the Spiritual World," which has had an almost unprecedented circulation in England and America. Prof. Drummond is an admired lecturer on Science to cultivated audiences, and an earnest helper and a most successful leader in the instruction of workingmen. The dates of Prof. Drummond's lectures will be duly announced. Would it not be possible for the Executive Committee of our Provincial Association of Teachers to secure the services of Professor Drummond for the Convention to be held at Huntingdon in October? We notice that he is to visit some of the provinces of Canada.

— We have received the first number of the *Educational Review*, a new periodical published in St. John, New Brunswick. The number is a credit to all concerned with its publication, and may be taken as an evidence of a growing feeling in the Maritime Provinces in favor of educational consolidation. The various teachers' conventions have passed resolutions favoring a general convention for the three provinces, which is likely to be realized next year with the very best results. The assimilation of the three systems of education would not be a very difficult undertaking, as they are all, to a large extent, modelled upon the suggestions made by the Rev. Dr. Forrester, while he held the position of Superintendent of Education for Nova Scotia. To supersede the three systems by one consolidated system is of

course an impossibility, until the people have consented to arrange for a political union of the three provinces. Yet much can be done by the teachers of all the provinces assembled together in one convention to foster the idea of educational union, so that the licenses to teach, issued by one province, may come to be recognized as a sufficient guarantee of a teacher's ability to conduct a school in any of the provinces without further examination. We wish the movement every success.

— A young ladies' seminary is in process of being organized in Halifax, which, it is proposed must have an endowment to begin with of not less than forty thousand dollars. The Rev. Mr. Laing, of St. Matthew's Church, has the matter in hand, and so far has met with excellent success. Mr. Laing is a graduate of McGill University.

— The time from China to England, via the Suez Canal is forty-six days; from China to England, across the continent of America and the Atlantic, is thirty-eight days. This in itself is sufficient to lead to the success of the Canadian Pacific Railway, by means of which Canada has a fair prospect of becoming the thoroughfare between Asia and Europe. We have been told that it is the intention of the Canadian Pacific Railway corporation to assist in the erection of large hotels all along their route, and already the designs and plans of the first of these large hostleries have been prepared, and are on view. It is to be erected in Quebec on the site of the old Parliament Building.

— A meeting of the Executive Committee of the Provincial Teachers' Association was held in Montreal on Wednesday, the 9th of Sept., and at that meeting it was finally decided that the Annual Convention should be held on the 19th, 20th and 21st of October. As is known, the Convention will take place at Huntingdon, whose inhabitants will extend hospitality to visiting lady teachers, provided due notice be given to the Secretary, Dr. Kelley, Montreal High School; while excellent hotel accommodation will be provided at eighty cents a day for all who may desire it. Return tickets at one fare and one-third will be granted by the railways, on presentation at starting points of certificates obtainable from the Secretary. The train will leave Montreal on Wednesday, the 19th, at 4.10 p.m., and arrive in Huntingdon about 6 o'clock, giving ample time for an evening session. As

there is but one passenger train daily, teachers will leave Huntingdon about 7 on Saturday morning, arriving in Montreal at 9 o'clock. Return tickets from Montreal, \$2. Among the subjects to be considered are:—

1. French—the best method of teaching it.
2. Arithmetic—What shall we teach in our schools?
3. Geography—What apparatus and text-books are required?

Methods of teaching.

4. Physiology and Hygiene in schools.
5. Grammar—What shall be taught?
6. Text-books—Courses of study: A. A. examinations.
7. Summer Schools.
8. School Libraries.

Besides the leading educationists of the Province, we may expect the presence of Dr. Worman, of the Chautauqua College; Prof. Barnes, the eminent author of "Physiology in Schools;" a representative from the Education Department, Toronto; the Principal of the Tonic Sol-fa College, of London, England, and others to be announced later. The session will be presided over by Dr. Cameron, M.P.P. for Huntingdon, and member of the Protestant Committee of the Council of Public Instruction. The Executive Committee will be glad to receive further suggestions in regard to other topics or questions, and urge a large and representative gathering on this occasion.

— The Fraser Institute opened its doors Sunday morning the 4th September, at nine o'clock, for the first time, in accordance with the conditions under which the committee accepted the donation from Mr. J. H. R. Molson of \$10,000. For the first hour, namely, 9 to 10, there were no visitors, and then they began slowly to come in, and between that hour and 1 o'clock only 16 came in. During the dinner hour, from 1 till 2, the room was deserted, and from then to 5 o'clock, 14 registered, again between 5 and 6, the attractions of tea proved greater than literature, and the library was empty, it was then closed for an hour, as usual, and from 7 to 10 p.m., 15 persons came in at intervals, making altogether 45 persons who availed themselves of the opportunity afforded for improving their minds by a quiet read on Sunday. Those attending were principally of the French-speaking populace, and the books generally asked for were written in that language.—*Montreal Star*.

Literature and Science.

—The story of the century's achievements in applied science is far more marvelous than the tale of the Arabian Nights. These claims of the nineteenth century we gladly concede. But shall we not insist that there is a higher function than this control of outward nature? It is a great thing to build a mighty steamship, but it is a greater thing to mould the mind that can not only build a steamship, but do even greater things than that. May we not say, therefore, that the great problem of these later decades of the nineteenth century is the educational problem? This is a critical period of the human race. Mankind are tried to-day by their very prosperity, as they have never been tried before, and the great question with us is whether we can endure the unwonted strain. How many nations have succumbed to a degree of prosperity far less than ours? How many nations have been crushed by far lighter loads of the good things of life than that which is laid upon us?—HON. RICHARD EDWARDS.

—It is estimated that each year from 34,000 to 35,000 cubic miles of rain falls upon the surface of the globe. What becomes of it? The rivers seldom carry off one half, except in regions of close grained rocks; the rest disappears by evaporation, by the absorption of the earth, and by being taken up by plants, animals and mineral oxidation. In most parts of temperate latitudes, the removal by rivers is from a third to two-fifths of what falls; in warm latitudes, the amount is less, and may be under one-tenth.

—We were a thoroughly mixed people in this country, and he did not believe that if one hundred men were picked out of the highest aristocracy in the land and one hundred out of the lower class, there would be any difference of capacity among them. Men of mark and capacity were rare animals everywhere. Perhaps one in ten thousand of the people would be a large estimate of men of real grip and intellect, though, to his mind, the greatest of all practical social problems was how to catch your man of ability and turn him to account, and if all the cost of the Education Act and all the money spent on free libraries enabled them to catch two of such men a year, and enabled them to do the work in the world which they were intended for, the thing would be dirt cheap.

—*Professor Huxley.*

—A tall tree near a dwelling or barn is an efficient protector against lightning. It not only saves the expense of putting up lightning rods, but is vastly better. The iron rod is liable to have its connection with the moist earth broken off, making it simply an attractor of lightning, with no power of warding off its destructive effects. The tree, so long as it stands, must have its roots deeply in the earth, and in most cases, ordinary strokes of lightning will pass down it without leaving any mark. It is rare that the lightning rends living trees full of sap, but in exposed

places, the electric fluid may be conducted by them to the earth. Thus an elevated tree near a building may often save it and the fact be never suspected.

— Mosquitoes sting. This we know from personal experience this summer. "What are they good for?" a friend petulantly groaned after he had fought them for an hour, in vain attempts to enjoy the refreshing breeze on the evening of a hot day. Good for! Let us see. No animal is more beautiful. The little rascal is a wonder. Get a microscope, put him under it, adjust the lenses, put your eye to the eye-piece and look! Let your pupils look. Now read what a scientist says. "The tiny dirt-colored speck has vanished, and in its place appears the most radiant and gorgeous creature which the mind can conceive of. The wings are of pale amber, the legs and thorax magenta, the body dark green, the eyes purplish black and glittering like diamonds, the proboscis shining like ebony. Compared with this pomp and magnificence of decoration the brightest and most vivid of the painter's pigments are muddy." After this who will despise this persistent pest? Who will dare to say that there is not more educational culture and interest to be got out of one mosquito than from fifty examples in circulating decimals, or the diagramming and parsing of a hundred tough sentences from Milton's *Paradise Lost*.

Practical Hints and Examination Papers.

—In respect to teaching singing, Prof. Andrews maintains that any child who can talk or read readily, can learn to sing more or less by patient effort. In order to interest the pupils and cultivate the musical faculties, he would begin with rote singing of simple songs not requiring a compass of more than eight or nine notes. The teacher should not sing with the pupils, but before them, that they might hear and then try to imitate. When they learn a part by repeating it, then the teacher should give another line, and so on, until the tune is learned. After considerable practice in rote singing, he would begin to teach the scale. In the practice on the scale, a diagram on the blackboard resembling a ladder, indicating the position and relative lengths of the tones and semitones, is very helpful. To teach those who have no "ear" to pitch the voice, he recommends simultaneous recitations conducted as follows: Take a familiar piece of poetry, such as "Twinkle, Twinkle, Little Star," and have the pupils intone the first stanza in a monotone in measured pace and correct accent. The tone for the first stanza should be on the pitch of the natural key-note, "do." After repeating the first stanza several times, they practice the second stanza in the next higher note and so on. This sustained practice teaches discrimination of sounds to those who

have no ear for music, and gives them control over the voice. With regard to the teacher, he holds that it is not necessary to be a good singer, that very often teachers who are good singers themselves, sing too much for the pupils, who consequently are not taught to depend enough on themselves. He says it would be possible for a person who could not even sing the scale, but has correct musical knowledge and a good ear, to be a successful teacher of singing.

—Teachers owe it to their pupils, to their patrons, and to themselves, to secure every facility to accomplish the most work possible within a given time. The time pupils can spend in school slips away very fast, and so much is demanded now of men and women too, that the *most* must be made of these opportunities, and of the time pupils are in school.

—Every examination in reading should include short reviews of some of the writings of prominent authors. The usual test is to listen to the reading of a paragraph, paying particular attention to pronunciation, emphasis, pitch and inflection. This test should go further, and show that the person examined recognizes the full force of the language employed. Language is the instrument of thought, and the study of reading should give the power and habit of thought. It should show that words are not only recognized as to form and sound, but as representing thought with clearness, precision and force.

—Teachers and scholars may make a collection of good, lively pictures, cut from weekly papers, old magazines, and old books. When a sufficient number is obtained, they may be arranged under different heads, as, history, geography, animals, birds, plants, and story-writing. Large sheets of manilla paper may be procured, to one end of which may be sewed strips of colored muslin. The pictures of each subject may be arranged together, and pasted on the paper; the papers of the same subject may be sewed together and fastened on a stick, to be hung with a strong cord. These may be hung on the wall or placed over a black-board and easel, where they may be more readily turned. They will be durable, as the wear comes mostly on the muslin, and the papers may be kept smooth. For geography, select pictures of natural scenery, including islands, caves, bridges, waterfalls, mines, etc.; places, and building of interests, the leaning-tower, pyramids, the statue of liberty, obelisks; select, also, characteristic scenes, occupations, and amusements, and costumes of different countries. These can be classified in groups, as scenes of cold, hot, and temperate regions. For history, select battle scenes, pictures of generals, noted historical buildings and places. These scrap-books, or charts, may be used for reference, for special lessons, and for conversations. The matter talked about may, if the children are sufficiently advanced, be reproduced upon their slates or paper. The pictures fix the facts so much better than a mere oral description. Many important and interesting events may be retained by this means. Such charts will be found of great help in oral teaching.

Correspondence.

PRINCIPAL.—There is much in what you say. The remedy, however, is to be found in the balance sustained by the principle of supply and demand. Many districts are beginning to think twice before making a change in their teachers, from the difficulty experienced in providing a substitute. The number of applications for a vacancy in our Province is very small compared with what it was some years ago, or with what it is in Great Britain and the United States, even at the present date. Not long ago an assistantship became vacant in a district school in England, of the value of sixty pounds a year, and the managers had over a hundred candidates to select from. Young teachers in the older countries are turning their attention to other callings, even after spending seven years as pupil teacher and Normal School student. In our province few young men of ability will find that six or seven years spent in one of our schools as teacher, is a hindrance to after success in life; and, our advice to you is—take the position, become an enthusiastic teacher for the time being, and your chance will come later on. The pathway of life is easy to the feet of the industrious.

INSTITUTE MEMBER.—We can give you no advice further than what was given at the Institute you attended. You ought to purchase whatever books will help you in making a proper use of the notes you took of the lectures; and, when you have gone over the whole ground carefully by yourself, set aside note-book and text-book, and assume the task of giving a review of your studies in your answers to the questions given in this issue. The exercise will help you very much in your composition, and introduce you to the true character of knowledge, mentally digested and assimilated.

R. H. M.—A cabinet in the school, where the pupils and yourself could deposit, for safe-keeping, specimens of minerals, plants and curiosities, is a piece of apparatus which the enterprising teacher is always anxious to possess. It is marvellous the quantity of material which can be collected in a casual way for object lessons, oral lessons, and those pleasant ten minutes' chats on common topics, which are so entertaining to the children. No doubt you will be able to induce the Commissioner to help you in your undertaking. We are glad to hear of your prospects of success in other matters.

SUGGESTION.—A similar suggestion was made at the Teachers' Institutes. The inexperienced teacher can always make a good start in oral teaching by preparing several lessons in geography to have in stock. The map for the moment forms a sort of re-assuring resting-ground, when the material for a question does not occur to the novice in the art of questioning. The same may be said of the black-board, or the object, hence the teacher will make use of these necessary pieces of school apparatus as a matter of self-interest. By all means persevere.

S. T. Q.—Such letters as yours are always encouraging to those who may be engaged in what some recognize as a thankless task. If we do not strengthen one another's hands, we can hardly expect the outside world to do so. The fault-finder is never much of a citizen, and is but poor material out of which to make a staunch friend. Censoriousness is an evidence of self-conscious weakness.

Books Received and Reviewed.

SOME NEW EXCHANGES: The *Phrenological Journal*, in its 121st volume, has been sent to us, and the table of contents of the specimens sent is all that can be desired. Among the articles, there are notes from a teacher's dairy, which form very interesting reading. We have received copies of the *Primary Monthly*, and the *Intermediate Monthly*, both of them published by the Interstate Publishing Co., of Chicago and Boston. Miss Kate L. Brown is editor of the one, and Miss Sarah L. Arnold of the other. By all means let these little periodicals fall into the hands of the children. We acknowledge the receipt of the *Canadian Horticulturist*, edited by L. Woolverton, M.A., Grimsby, Ontario. Every enterprising fruit-grower should be a reader of this periodical, which is full of information about the garden and kindred subjects. *Night and Day* is edited by Dr. Barnardo, whose homes for the waifs of England are worthy the consideration of the charitable. We have selected a passage from the Doctors' magazine about the boy-immigrant to Canada. The *Celtic Magazine* is a favourite with Scotsmen on this side of the Atlantic, and a welcome visitor to our table. For August it is full of antiquarian lore, in connection with the Highlands of Scotland, and the old Celtic clans. *Grammar School*, another of the periodicals issued by the Interstate Publishing Co., for school children, is a monthly which must take well with boys. We are glad to have again with us our old friend *The Teacher's Aid*. Through some misunderstanding or other, it has not been seen on our table for some time. Elementary teachers will find this periodical to be of invaluable service to them. *The Teacher's Institute* is edited by Messrs. Kellogg and Allen, and is an excellent periodical. The *School Visitor* is devoted to Mathematics, Literature and Language, Examination Questions, Notes, Queries and Answers, being edited and published by Mr. John S. Royer of Gettysburg, Ohio. The *Canadian Record of Science* this month contains an article from Sir William Dawson on the correlation of the Geological Structure of the Maritime Provinces with those of Western Europe, and a synopsis of the last meeting of the Royal Society of Canada. The *Canadian Magazine of Science and the Industrial Arts* is ever welcome—a fine compendium of the practical. The *Public School Journal*, published at Mt. Washington, Ohio, is another of the periodicals which teachers prize so highly for the practical information contained in them. The *Educational Review*, whose first issue we have elsewhere noticed, makes an excellent appearance, and no doubt will meet with encouragement. The *Student's Journal* is published by

Andrew Graham, 744 Broadway, New York, and is devoted to Phonography. Short-hand writers value this monthly very highly.

We acknowledge the receipt of the calendar of the University of Bishop's College, Woodward's Catalogue of Books and Pamphlets relating to America, the Annual Report of the City Superintendent of Schools, New York, the Annual Report of the Ontario Entomological Society, the Report of the Fruit Growers Association of Ontario, a specimen copy of the Kindergarten Drawing Course, the catalogue of School Maps and Atlases of Ruddiman Johnston & Co., 7 Ludgate Street, London, and the July number of *Treasure Trove*.

PRACTICAL ELEMENTS OF RHETORIC by Dr. John F. Gering, Professor of Rhetoric in Amherst College, and published by Ginn and Company, Boston. Rhetoric is less a science than some people imagine; and the author of this excellent treatise very wisely takes pains to point out to the over expectant student that while the principles of rhetoric lie at the bottom of a correct style of communicating thought, yet no text-book, however carefully it may be studied or its precepts acted upon, can create within a man the manner of his speaking and writing. The manner of a man or woman is a growth of nature, which carries with it always the sweetness of nature, in spite of Mrs. Grundy and the principles laid down in the etiquette books. Neutrality of manner is possibly the *summum bonum* of swelldom, but swelldom never acts for itself when the tailor has once taken its measure. Dr. Gering's Book is by no means a literary tailor's fashion book. For instance the learned author says at the outset, "no teacher or treatise could ever endow the student with Milton's sublimity or with Sterne's elusive wit or with Bacon's weighty sententiousness; and any attempt on the student's part to work up these qualities would be only a contortion." Quoting such a sensible remark, we have nothing further to do but to recommend the book. It will be readily welcomed by students, for its arrangement and illustrations. It is the best text book on the subject we have seen. If it be true that the literary spirit must be guided in its activities more or less by certain mechanical contrivances and methods of guidance, then we may safely recommend the above volume, and thank the author for having written it.

EDUCATIONAL MOSAICS by Thomas J. Morgan, Principal Rhode Island Normal School, published by Silver, Rogers & Co., Boston. This book is what its title confesses it to be, a collection of thoughts on educational topics, uttered by the distinguished thinkers of the world. Never, as far as we remember, has any attempt of this kind been made before. Teachers everywhere will avail themselves of this casket of literary gems which have been collected with care for them. The volume groups together, in a convenient form, choice bits of wisdom, philosophy, experience, felicitously expressed, which form many a beautiful mosaic, many a charming picture. There is not a dull page in it. The writers, from Aristotle down to the present, represent those active in the best educa-

tional, literary, and religious thought. It cannot fail to be of pleasure and profit, as well to the parent and general reader as to the teacher and student.

THE STORY OF ASSYRIA from the Rise of the Empire to the Fall of Nineveh, by Zénaïde A. Ragozin, and published by G. P. Putnam's Sons, New York and London. This is the second of a series of historical studies which the Messrs. Putnams are issuing from their press, under the title of the Story of the Nations, and forms a continuation of the Story of Chaldea by the same author. Madame Ragozin has done her work well. In every page of her work there is to be found the evidence of a clear style and the true art of the interesting narrator. Her subject, of course, is one of the most interesting, yet it is not easy to weave all the great events of Assyrian history in such a way as to preserve that continuity which sustains the reader's interest throughout the narrative. With the Story of Chaldea and Assyria as forerunners of the other volumes of the series, we are safe enough to prophesy the success of the enterprise. The volume before us is printed in good readable type and in handsome duodecimo form. It is beautifully illustrated and furnished with maps and indexes. Price \$1.50.

FACTS AND FICTIONS OF MENTAL HEALING, by Charles M. Barrows, published by H. H. Carter and Karrick, Boston. The student who has entered upon the study of the relation between mind and body will find many instances in this book to assist him in his investigations. Few medical men nowadays lose sight of the fact that the patient must have faith in a cure, if the medicine prescribed is to have a beneficial effect. The author of the above volume is convinced by the results of many careful tests that if the mental treatment of disease be not all that its most sanguine advocates picture it, it is a powerful therapeutic agent when skilfully used, and based on a philosophy which has done the world incalculable good, and certainly his book cannot but convince his readers that the faith-cure, as some call it, has a scientific basis. The faith that cures, however, is more effectual when the science or matter-of-fact is beyond the consciousness of the patient. Every healthy person should read Mr. Barrow's book, and put the principle he illustrates in force while nursing their invalid friends. After reading the book they will know how a miracle at St. Anne's is far from being impossible.

TWILIGHT THOUGHTS, a collection of stories for children and child-lovers, by Mary S. Claude, edited by Mary S. Avery, with a preface from Matthew Arnold, and published by Ginn and Company, Boston. This is a charming little volume alike for young folks and old folks. The short preface has about it the flavour of the book itself. As Mr. Arnold says, there is nature and fable and humour and pathos and morality and Chartism in these stories—something for every taste. The main charm of the stories is the breath of Westmoreland which blows through them, and it is well that America should possess them through the enterprise of the Boston publishers.

HISTORY OF ENGLAND FOR BEGINNERS, by Arabella B. Buckley, and published by MacMillan & Co., London, and Dawson Bros., Montreal. Teachers are difficult to move in the matter of selecting a new text-book on English History, and in these latter days, many competitors have appeared in the field against Collier's book, yet Collier still holds its ground and is likely to do so, unless Miss Buckley's book takes its place. We know of none which is more likely to do such a thing, and hence we would ask our teachers to examine it carefully. It is all that a school history should be. While giving as far as possible the chief facts required by students, the author declares that she has been especially anxious to present a vivid picture of the life, the difficulties and the achievements of our ancestors, showing how our laws, our constitution, our trade and our colonies have arisen.

LITTLE FLOWER PEOPLE, by Gertrude Elizabeth Hale, and published by Ginn and Company, Boston. This is a sweet little book on Botany for the children, the very thing for a Friday reading book during the months of March and April, just before the practical Botany class is formed for the summer. It is illustrated with wood-cuts in which all the parts of the organs of plants are clearly distinguished. We shall soon have to call Ginn and Company the children's friends.

RECUEIL DE LEÇONS DE CHOSES for use in schools, by J. B. Cloutier, professor of pedagogy in the Laval Normal School, Quebec. For the young, inexperienced teacher, Mr. Cloutier's work will be of great service. The young teacher finds his main difficulty in giving an object or oral lesson in maintaining continuity of thought by the process of questioning. Mr. Cloutier shows how this can be done. Serviceable, however, as Mr. Cloutier's plan must prove, the teacher must not become a slave to this or any text book. Nor does the author wish him to depend too much upon the course laid down here or elsewhere for his guidance. In a word, such a text book is not to be used in the giving of a lesson, but only in the preparation of a lesson to be subsequently given by the teacher. When we have said that Mr. Cloutier's desire is to see every beneficial method introduced into the schools of those who have been his students, we have no need to further recommend his work, which has already had gratifying success.

DYNAMICS FOR BEGINNERS, by the Rev. J. B. Lock, M.A., of Cambridge, published by MacMillan & Co., New York and London. With Mr. Lock's experience as master at Eton, we would expect a good elementary text book on the above subject. As it happens, he never loses sight of the fact that his treatise is for lads of sixteen or seventeen years of age. His demonstrations are exceedingly clear, while the arrangement of his examples are the best we have seen. The first part of the book treats exclusively of Linear Dynamics, thus avoiding at the beginning, as the author says, all purely geometrical difficulties. Special names for the units of velocity and acceleration is an excellent idea which will prevent much confusion in the student's mind.

ARITHMETIC FOR SCHOOLS, by the Rev. J. B. Lock, M.A., published by MacMillan & Co., London and New York. This is a companion volume of the Dynamics, one of a projected series, we suppose, which is to be known as Lock's Mathematical Series. Mr. Lock has certainly made a hit, as the saying is, with his Arithmetic. Such a book, assimilated to the peculiarities of our coinage and of our weights and measures, is very much needed in Canada. The typographical arrangement of the theory and the examples, a very important matter in the issue of such works, is the best we have ever seen in any text book on Arithmetic.

ELEMENTS OF INORGANIC CHEMISTRY, Descriptive and Qualitative, by James H. Shepard, of Ypsilanti High School, published by D. C. Heath & Co., Boston. This book is from the pen of an experienced specialist. Nothing has been incorporated in the text or in the exercises that has not there been proven practicable. The book has passed through the hands of some of the best teachers in America, and ought to have a large measure of success. The arrangement into chapters and sections is all that can be desired in a text book on chemistry.

The following text books will be noticed more particularly next month. HALL AND STEVENS EUCLID (MacMillan); SECOND STANDARD PHONOGRAPHIC READER, by Andrew J. Graham; PHOSPHORUS HOLLUNDEE, with Explanatory Notes, by D. Oscar Faulhaber (D. C. Heath & Co.); MACMILLAN'S SERIES OF FOREIGN CLASSICS, edited by G. Eugène Fasnacht; THE TEACHING OF GEOGRAPHY, by Archibald Geikie (MacMillan) and other volumes, which lack of space prevents us from reviewing this month.

Official Department.

TEACHERS' NORMAL INSTITUTES.

1887.

EXAMINATION QUESTIONS.

I.

1. Sketch, in not more than one hundred words, the rise and development of the English tongue, and in a series of foot-notes, quote at least one word in illustration of each point you make. Give in the same note your authorities.

2. Write notes on any one of the talks on Object Lessons held at the Institutes.

II.

3. Shew that some of the grounds on which teachers were recommended to study the doctrine of variety in scales of notation, were well taken.

4. Shew how, being given the ability to measure a straight line, we may, by a few definite steps, and two or three simple postulates, arrive at the measurement of any ordinary solid, whose edges are straight lines.

III.

5. Enumerate five of the best methods of imparting instruction, and devote a paragraph to each method, giving your own views in regard to its excellencies or defects. State what your own experience has been after having adopted the method in your school.

6. Write out a code of rules in your own words for the guidance of your pupils. If any of these rules are of special framing on account of your experience in school, give full particulars of such experience as a note of explanation.

IV.

7. Give ten important statements concerning the moral education of pupils.

8. Give the more important measures that you would adopt to maintain discipline in your school. Discuss briefly the subject of school punishments.

INSTRUCTIONS TO TEACHERS.—In order to obtain the Institute certificate for 1887, a teacher, in addition to regular attendance, must send in satisfactory answers to the foregoing questions. In preparing answers to these questions, teachers are allowed to consult their notes of lectures and text-books, but each teacher must submit the following declaration with the answers:—I hereby declare that the answers to the Institute questions submitted herewith were prepared and written out by myself. The answers must be returned to Rev. Elson I. Rexford, Quebec, on or before the first of December next.

As soon as the answers are received and examined, the certificates will be mailed to the teachers entitled to receive them.

In preparing the answers, the following points should be noted: (1) that there are four sets of questions; (2) that each set is to be answered on a separate paper; (3) that each teacher should write at the head of each set of answers (a) the number of the set, (b) the name of the teacher, (c) the post-office address, (d) the Institute which she attended; (4) that the four sets of questions are for the Lennoxville Institute. Sets I, III, and IV are for the Bedford and Aymer Institutes. Sets I, II, and IV are for the Ormstown Institute. (5) That teachers who are entitled to the Third Institute certificate should enclose, with their answers, the two certificates obtained at previous Institutes.

Copies of these Institute Questions can be obtained from Rev. Elson I. Rexford, Quebec.

 NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased by an Order in Council of the 14th of June, (1887), to detach certain lots from the parish of St. Hilaire, and to annex them to the school municipality of St. John Baptiste, Co. Rouville, for school purposes. O. G., p. 1345.
25th June. To appoint a school trustee for the dissentient municipality of Barnston, Co. Stanstead. O. G., p. 1390.

- 25th June. To appoint a school commissioner for the municipality of Barnston, Co. Stanstead. Also to detach certain lots from the townships of Nelson and St. Anastasie, of Nelson Co., Megantic, and to annex them to the municipality of St. Agathe No. 2, Co. Lotbinière, for school purposes. O. G., p. 1311.
- 6th July. To re-appoint the Rev. Dr. MacVicar, LL.D., of Montreal, member of the Protestant Board of School Commissioners for Montreal; and to appoint Mr. John H. Semple, of Montreal, member of the Roman Catholic Board of School Commissioners for Montreal, to replace Edward Murphy, Esq., whose term of office had expired.
- 6th July. To appoint as members of the Roman Catholic Board of School Commissioners for Quebec, the Hon. John Hearn, M. L. C., and E. J. Angers, Esq., in place of Maurice O'Leary, and Léon Gauvreau, Esqrs., whose terms of office had expired, and to re-appoint the Rev. Joseph Auclair, whose term of office had expired. O. G., p. 1344.
- 6th. July. To divide the municipality of Boucherville, Co. Chambly, into two separate municipalities, for school purposes, under the names of the village of Boucherville and the parish of Boucherville. O. G., p. 1346.
- By Order in Council of the 16th July, 1887, the districts of the Protestant Inspectors were re-arranged as follows :--

INSPECTOR.	INSPECTORATE. PROTESTANT SCHOOLS IN	SALARY.
Rev. W. G. Lyster ...	Counties of Gaspé and Bonaventure	\$550
Bolton Magrath.....	Counties of Ottawa and Pontiac ..	800
James McGregor.....	Counties of Huntingdon, Hochelaga, Soulanges and Vaudreuil, those of the city of Montreal, those of Lachute, St. Andrew's, Wentworth, Arundel, Harrington, and Gore, Co. of Argenteuil, those of Valleyfield, St. Louis de Gonzague, Co. of Beauharnois, those of Howick, Ormstown, and St. Jean Chrysostome, Co. of Chateauguay, those of St. Lambert, Co. of Chambly, and those of Lacolle, Co. of St. John.	1000
Rev. M. M. Fothergill.	City of Quebec, counties of Quebec, Portneuf, Levis, Megantic, Dorchester and Lotbinière.....	650
William Thompson..	Counties of Wolfe, Compton, Stanstead, less Magog.....	900
Henry Hubbard.....	Counties of Drummond, Richmond, Sherbrooke, Shefford, Tingwick, in Arthabaska, and Magog in Co. of Stanstead	1000
James McLaughlin..	Counties of Brome and Missisquoi..	800

BOARDS OF EXAMINERS—PROTESTANT DIVISIONS.

List of Candidates who obtained Diplomas at the first annual examination held in July, 1887, under the regulations of the Protestant Committee of the Council of Public Instruction.

Board of Examiners.	No of candidates examined.	No. who failed.	Names of successful candidates.	Grade of Diploma.	Class of Diploma.
Aylmer	13	10	Aylen, Ernest D.	Elem.	2nd.
			Hyland, John.	"	"
			McKechnie, Grace	"	"
Bedford	51	15	Baker, Stella M.	Elem.	2nd.
			Bush, Alma E.	"	"
			Craig, Anna E.	"	"
			Cooke, Louise.	"	"
			Coulson, Kate.	"	"
			Carter, Alice M.	"	"
			Collins, Edith E.	"	"
			Ferguson, Emily J.	"	"
			Ferguson, Minnie V.	"	"
			Foss, Ella.	"	"
			Glasgow, Amy.	"	"
			Hawley, Rhoda M.	"	"
			Kearns, J. Hattie.	"	"
			Laraway, Cynthia E.	"	"
			McGregor, Annie.	"	"
			McCarthy, Hattie.	"	"
			Magoon, Katie S.	"	"
			Marsh, Eloise.	"	"
			Marsh, Alice Maud.	"	"
			Miller, Clara C.	"	"
			Moyles, Cora E.	"	"
			McDermott, Mary A.	"	3rd.
			Phelps, Minnie.	"	2nd.
			Perkins, Bertha.	"	"
			Parsonage, Emma C.	"	3rd.
			Stevenson, James A.	"	2nd.
			Smith, Bella.	"	"
			Short, Marion F.	"	"
			Scott, Viola E.	"	3rd.
Saxby, Jennie.	"	2nd.			
Sherman, Agnes M.	"	"			
Vaughan, Ida.	"	"			
Williams, Lucy.	"	"			
Westover, Eliza A.	"	3rd.			
Woodbury, Minnie.	"	2nd.			
Yates, Clary.	"	3rd.			
Montreal.	26	12	Benny, James.	Mod.	2nd.
			Boa, Mary M.	Elem.	3rd.
			Cuin, Katie C.	"	2nd.
			Coulter, Maria.	"	"
			Geegan, Ida.	"	3rd.
			Lighthall, Christine.	Mod.	2nd.
			Lindsay, Jeannie.	Elem.	"
Miller, J. Wesley.	Mod.	"			

Board of Examiners.	No. of candidates examined.	No. who failed.	Names of successful candidates.	Grade of Diploma.	Class of Diploma.
Pontiac.....	3	0	McOuat, Annie	Elem.	3rd.
			Pringle, Mary G.....	"	"
			Ross, Elizabeth M.....	"	"
			Scott, Annie.....	"	2nd.
			Shephard, Hannah.....	"	3rd.
			Spencer, Catherine McN.	"	"
Quebec.....	20	5	Russell, Maggie.....	"	2nd.
			Russell, Jennie.....	"	3rd.
			Stewart, John.....	"	"
Richmond..	11	1	Brown, Martha L.....	Mod.	2nd.
			Fisher, Ethel M.....	"	"
			Jack, Janet.....	Elem.	"
			Lloyd, May E.....	"	3rd.
			McHarg, David.....	"	"
			Mackenzie, Jennie J...	"	2nd.
			Reid, Maggie	"	3rd.
			Reid, Annie.	"	2nd.
			Rogan, E. Annie.....	"	1st.
			Simons, David	"	3rd.
			Scott, Carrie.	"	"
			Watson, Sarah.....	"	"
			Watts, Hattie.....	"	"
			Wilkin, Alex. H.....	"	3rd.
Young, Dorothea.....	"	2nd.			
Sherbrooke .	32	21	Brock, Josephine J.....	Elem.	2nd.
			Haggart, Annie S.....	"	"
			Lodge, Emily F.....	"	"
			Morrill, Elenora O.....	"	3rd.
			Mitchell, Susan M. A...	"	2nd.
			Philbrick, Ernest E.....	"	"
			Sanders, Annie J.....	"	3rd.
			Sanders, Katie M.....	"	"
			Wentworth, Gertrude ..	"	2nd.
			Wilson, Barbara J	"	"
Stanstead...	6	0	Bayley, Margaret E.....	Elem.	1st.
			Bottom, Clara A. J.....	"	2nd.
			Foss, Annie F.....	Mod.	"
			Howard, Erastus S.....	Acad.	"
			Hunting, Addie L.....	Elem.	1st.
			Lothrop, Persis J.....	Mod.	2nd.
			Mackay, Lucina.....	Elem.	"
			Mackay, Ida.....	"	"
			Mitchell, Margaret E...	"	1st.
			McCurdy, Jennie K.....	"	"
Whyte, E. Jane.....	"	2nd.			
Stanstead...	6	0	Ives, Caroline L.....	Elem.	1st.
			Ives, Mary A.....	"	2nd.
			Ives, Mabel H.....	"	"
			Lock, Lillian F.....	"	"
			Magoon, Rosannah L..	"	"
			McConnell, Alice.....	"	"
Paul, Herbert L.....	"	"			