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THE
EDUCATIONAL RECORD

OF THE
PROVINCE OF QUEBEC,

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

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JUNE, 1884.

VOL. IV.

DEPARTMENT OF PUBLIC INSTRUCTION.

Proceedings of the Protestant Committee.

EDUCATION OFFICE,

Quebec, 28th May, 1884.

Which day the quarterly meeting of the Protestant Committee of the Council of Public Instruction was held. Present:—The Lord Bishop of Quebec in the chair, Dr. Cook, the Hon. James Ferrier, Dr. Heneker, Dr. Hemming and the Hon. Gédéon Ouimet, Superintendent of Public Instruction.

The minutes of the former meeting were read and confirmed.

The Secretary read letters from the following parties:—

1. Mr. James McGregor, Inspector of Schools, asking for an increase of salary.

2. Dr. Baynes, Registrar, McGill College, regarding the assimilation of the course of study for the higher examination of women and that for the Intermediate.

3. Messrs. Gage & Co., Publishers, Toronto, asking the Committee to place on the list of authorized text-books, the following works recently published by them,—(1) "Elementary Lessons in English for home and school use," (2) Primer of English History, Primer of Canadian History; (3) Revised and Improved Copy Books."

4. T. J. Rymer, Secretary, Board of Examiners, Pontiac, asking the advice of the Committee as to the granting a diploma to a candidate under age, examined by said Board in May last.

5. The Hon. L. O. Taillon, Attorney-General, on legal holidays as affecting Protestant or Mixed Schools in the Province of Quebec.

6. Dr. Heneker, on the withholding of school fees by the McGill Normal School hitherto paid into the Contingent Fund of the Protestant Committee of the Council of Public Instruction.

The Secretary reported that there were no assets, and that the liabilities as per statement filed were \$547.92.

The consideration of Dr. Heneker's letter on withholding of school fees by the McGill Normal School hitherto paid into the Contingent Fund of the Protestant Committee of the Council of Public Instruction, was deferred till next meeting.

On the motion of Dr. Heneker, seconded by Dr. Hemming, it was resolved:

"That with regard to the Bill to repeal Sec. 12, 32 Vic., cap. 16, submitted by the Hon. the Superintendent this day, this Committee feel that in view of the proposed consolidation of the School Laws at an early date, it is in their opinion inexpedient to pass any such measure at the present time, but they recommend that the principle of the measure be taken into consideration with other amendments which may be suggested when the Legislature is prepared to consider the said consolidation of the School Laws."

The consideration of the revision of the authorized text-books for schools was postponed till next meeting.

On the motion of the Hon. James Ferrier, seconded by Dr. Heneker, it was resolved:

"That not less than three Inspectors are necessary for the Districts of St. Francis and Bedford, comprising 543 Protestant schools, in which there are now only two Inspectors; and the Superintendent be requested to bring the necessity of appointing an additional Protestant Inspector before the Government."

Sub-committees on School Law, a central Board of Examiners, and Teachers' Diplomas, and the Powers of the Protestant Committee reported progress, and asked leave to sit again.

On the motion of Dr. Heneker, seconded by the Hon. James Ferrier, it was resolved:

"That the letter of Mr. James McGregor of the 19th March, 1884, be placed in the hands of the Hon. Superintendent of Public Instruction with a request that he will lay it before the Government with a strong recommendation from the Committee that means be furnished to the Department for supplementing the salary of Mr. McGregor, an excellent and worthy officer."

The report from Dr. Baynes, Registrar, McGill College, in regard to assimilation of the course of study for the higher examination of women with that of the Intermediate was received.

In answer to a communication from the Board of Examiners, Pontiac, dated 15th May, 1884, the Committee decline to sanction the granting of a diploma to a candidate having received only ten marks out of fifty for arithmetic, and cannot but observe with great disapprobation that diplomas have been granted by the Board of Examiners in Pontiac, in cases in which even fewer marks were obtained, thus acting in entire disregard of the regulations laid down and communicated to them, to be observed in the granting of diplomas.

On the motion of Dr. Cook, seconded by Dr. Hemming, it was resolved :

“ That this Committee approves of the recommendation of the Hon. the Superintendent of Public Instruction that the Trustees of the Dissentient minority of the Municipality of St. Johns be empowered to devote to the aid and maintenance of Superior Schools under their control a sum not exceeding one thousand dollars in any one year in accordance with 41 Vic., cap. vi., section 14.”

On the motion of Dr. Heneker, seconded by Dr. Cook, it was resolved :

“ That application be made to the Hon. the Treasurer of the Province for an advance of \$800 to cover the deficiency found to exist in the accounts of this Committee, as follows, viz. :—

Present deficiencies.....	\$547 92
Salary of Secretary to 12th July	250 00
Small contingent expense	2 08

\$800 00

The Secretary of the Department was requested to submit to next meeting a proposition to regulate the granting of teachers' diplomas.

The Committee adjourned to meet on Wednesday, the 24th September, 1884, or earlier, if necessary, on the call of the chairman.

Confirmed,

(Signed) J. W. QUEBEC, *Chairman.*

GEORGE WEIR, *Secretary.*

INSPECTOR HUBBARD'S REPORT.

SHERBROOKE, May 1, 1884.

HON. GÉDÉON OUIMET,

Superintendent of Public Instruction, Quebec.

SIR,—I have the honor to submit my Annual Report and Statistical Tables for the current scholastic year.

The year has witnessed considerable change in this district, not so much in the number of schools in operation and the attendance (in the former of which there has been a slight diminution, and in the latter a small increase,) as in the general management of the schools. In former years, as you are aware, my reports, with regard to about thirty of the municipalities under my inspection, have included two distinct terms,—a summer and a winter term; these, in a majority of cases, having been not only distinct terms, but also taught by different teachers. In some cases, this arrangement was varied by introducing a short fall term; but under that arrangement, instances are not wanting where each term witnessed a change of teachers. For this year, while a few municipalities have continued the old arrangement with but little change, a large majority have adopted the yearly system, either wholly or in part.

The mode of making the change and its extent have varied a good deal in different municipalities and districts; in some cases the summer term was omitted altogether; in some, a short, in others, a full summer term was kept—thus giving, in some of the latter cases, schools for the entire twelve months. This temporary irregularity will, of course, disappear as the system comes fairly into operation, and is more uniformly adopted. I may remark here that this temporary irregularity and variety of management have increased the difficulty of inspection, rendering it necessary in some instances to make three visits or “trips,” instead of two.

The practice of “boarding around” has been almost universally abandoned; only one municipality, I think, not having taken definite action to discontinue it after Jan. 1st. In every municipality, I think, definite lists of authorized text-books have been adopted—in nearly all cases, the text-books suggested by me—but while in many instances their introduction has been a success, fully accomplished and thus a very satisfactory uniformity

secured; in some cases, the movement has been much slower than I had hoped, and at my last visit I found much want of uniformity—an evil which I hope will disappear next year. The changes which Messrs. Gage & Co. have been obliged to make in their Readers have caused not a little temporary confusion and inconvenience in the introduction of these Readers. This inconvenience, of course, will be only temporary.

The authorized *Course of Study* has been very generally *adopted*, at least, *in form*, and in some cases I have found it followed with quite satisfactory success. In this particular, however, conformity has been less than in regard to other points of reform, but I trust that as the better uniformity of text-books is secured, it will be possible to require and secure a closer as well as more general carrying out of the course. This point will require to be illustrated and enforced at teachers' meetings—of the good results of which I have seen ample evidence in my visits.

With regard to the subject of Freehand Drawing, I am glad to be able to state that while it does not yet receive generally the attention it ought, and in far too many cases is wholly neglected, there has been marked improvement, my table showing more than *four times* the number of any previous year in that subject. This, also, is dependent largely upon teachers' meetings.

As may be seen from the "Grand totals" of my table, I have reported this year 282 elementary schools, with an aggregate of 6842 pupils; 5 model schools, with 261 pupils; 8 academies, with 688 students; and 2 colleges, with 154 students. Of these, 270 (with 7045 pupils) are under control of Commissioners; 14 (with 286 pupils) are under dissentient trustees; and 13 (with 614 pupils) independent, *i.e.*, not under either Commissioners or trustees, though 5 of these are academies and colleges receiving Government aid, thus making a total of 297 schools, with 7945 pupils. Of the 284 schools under control, 5 are academies, having, in one case, four, and in two others, two departments; and 5 are model schools, one of these having two departments. Five others are also graded schools, varying from two to four departments, thus making a total, if counted by departments, of 312.

In the schools under control. 23 male, and 343 female teachers have been employed; 16 of the former, and 115 of the latter, for only part of the year, and 40 of the female teachers are unavoidably counted *twice*. There was paid to male teachers under control,

\$5,445, and to females, \$34,710. Owing to the irregularities of the present year, already referred to, I have found it quite difficult to make up, with certainty the *amount*, and more especially the *average* of salaries,—when the yearly system has been regularly adopted, the estimate becomes quite simple and easy. I may remark, also, that the average and amount of salaries are, of course, affected by the *length* of the year, an engagement for 7 months, for instance, being proportionately less than for 8 months.

I have visited all the 39 municipalities under my supervision twice during the year, except one, (Auckland—one small school), which I visited only once; and have visited nearly all the schools twice. The winter was even more unfavorable for visiting than the previous one; but I managed to reach most of the schools. At the time of writing, I have not yet been able to hold any teachers' meetings, but have arranged for a number to be held in June.

I have found it quite difficult again, this year, to make the required *classification* of the municipalities, in accordance with your circular of Nov. 1882, the instructions being to class as "1st. Excellent; 2nd, Good; 3rd. Middling; 4th, Bad, and 5th, Very Bad," (arranging in the order of merit in each class,) taking into account the following particulars:—

1. The conduct of affairs by Commissioners and Secretary-Treasurer.
2. The condition of the school-houses.
3. The condition and supply of apparatus.
4. The use of authorized text-books.
5. The efficiency of the teachers.
6. The Salaries of teachers, and mode of payment.

The first point is, of course, a general one. For the others, I have, as last year, adopted a careful and rigid system of marking each school on all the five points, and class the municipality according to results. It will readily be seen that a municipality may mark well on some points; e. g., "2" and "5," and by a poor marking on others, say "3" and "4," average low. In the following arrangement, I have indicated average standing by figures, from 0 to 9; higher figures denoting lower rank,—those averaging lower than 9 going into the next lower class. The comparative standing is thus shewn by the figures, and not wholly by the order

should be omitted, and this might undoubtedly be done with advantage in many instances, but it cannot be in all.

As I have given details in my bulletins of inspection, it does not seem necessary to repeat in this report,

I have the honor to remain,

Sir,

Your obedient servant,

H. HUBBARD,

School Inspector.

BOTANY FOR ELEMENTARY SCHOOLS.*

BY J. T. DONALD, M.A.

Thomas Carlyle in his well-known work on Heroes and Hero-worship, remarks that all a university can do for its students is to teach them *to read*. Principals and professors in our Colleges are agreed that this statement is correct. It is no uncommon thing to hear the college authorities when taking leave of their Graduating Classes, warning the graduates that they are not yet learned men, and that the best their college can do is to teach them to acquire knowledge for themselves; or, as Carlyle puts it, how to "read." If teaching to read be the highest function of the University, surely our Elementary Schools may not attempt more. But again the average time spent at school by the inhabitants of this province is very short,—not more than two years, I think, I am safe in saying. In that time the pupil can learn but little of any subject; how important is it then that during his few school days he be taught how to read in the sense in which Carlyle uses the word, i. e., how to gather knowledge from objects around him, so that he may be a ready learner after the school days are over. What faculties should the course of study in our schools aim to awaken in pupils in order to teach them how to acquire knowledge?

The answer is, I think, the powers of observation and comparison. In the words of a recent writer, "the power of seeing contrasts, of discriminating, is one of the chief characteristics of great

* Read before the Provincial Association of Protestant Teachers in convention at Lachute, October, 1883.

men. A blockhead is one who cannot discriminate. To him the world is a "land where all things always seem the same." The man of brains is the very reverse of all this. If he is anything at all he is discriminating. To him no two objects are exactly alike." We need not take such a distant view as this writer does, the power of discriminating is not necessary for great men alone, it is the characteristic of the really valuable, the useful, the successful workers in any department of work. The writer, who, through lack of observation, makes his characters and his scenes unnatural, is not a success. The artist of merit has spent a long time in noting and comparing various objects. The musician must know from experience how sounds should harmonize. The skilled artizan is the one who can note minute differences in various objects, whilst he to whom "all things always seem the same" is a failure in any walk of life. What studies will best awaken and develop the powers of observation? Whilst we readily admit that all branches of study, if properly taught do call into play these powers, we claim that all the study of Natural Objects is of the highest value in this connection. The most observant men, I think, are those who have spent some time in the study of some department of Natural History, scientific men, as we generally call them; whilst the inventor's most valued productions are obtained from observing modes of action of forces of nature.

Natural objects have attracted the child's notice from infancy, in his own way he has observed them and instituted certain comparisons, surely a more careful examination of pebble and flower and insect, near the teacher's eye, cannot do otherwise than develop the observing and comparing faculties of the pupil. Of the various departments of Natural History, Botany, the study of plants, is best adapted for our schools. In studying it no expensive apparatus is required, while the materials for study are on every hand in great variety. At the same time it is not inferior to any other branch in its tendency to call forth the observing and discriminating powers.

Now, doubtless, there are many who will admit it would be well to have this subject taught in all our schools, but as circumstances are at present it is impossible, they say. Let us notice some of the objections brought forward. Some will say we teachers have scarcely any knowledge of the subject ourselves and how can we

instruct pupils. Others say our time is fully occupied with subjects that may not be laid aside, and where is the time for Botany?

Others again complain that they have no apparatus for prosecuting the study, no models, no charts, no microscopes. Still farther, we have the objection that the scholars have no text-books on Botany, and it would be impossible to have them purchase books.

Suppose these objections are perfectly valid. Suppose that every one applies to any particular school, could we not overcome them and find some means of teaching this subject. Let us examine the objections separately.

1st. *The teacher has but a slight knowledge of Botany.* Certainly a thorough acquaintance with the plants of our country would not be a burden to any one who would treat the subject; yet keeping in mind that we advocate teaching Botany in our schools not with a view to making the pupils Botanists, but with the intention of drawing out their observing powers, a teacher may do excellent work with a very slight knowledge of Botany.

A sufficient knowledge for our purpose may be obtained by any one who will thoughtfully read the little work entitled "How Plants Grow," or Botany for young people, carefully noticing figures and examining structures mentioned as illustrating the statements made.

II. School hours are fully occupied by subjects that cannot be displaced by Botany. It seems to me this objection might be overcome in some such way as this: the pupils would not willingly give an extra half hour one or two days a week.

Suppose it desirable to have two lessons per week in Botany, half an hour on two days, say Tuesdays and Fridays, commence by having Botany for the first week on these days, from nine to half-past nine o'clock, the next week let it be for some days only from 9.30 to ten o'clock, and so on, a half-hour later each week. In this way time might be secured for Botany without any other subject suffering to any appreciable extent.

III. No models, or diagrams, or microscope. Such are not required for our purpose, although they could be utilized. The whole field of nature is before us and any number of plants may be found with sufficient number of parts large enough to be examined by the naked eye.

IV. Children have not text-books and cannot procure them.

A number of text-books is not necessary. One, however, is required, and we recommend the one we have already mentioned, Gray's *How Plants Grow*. This book costs one dollar, and if it cannot be procured for a school in any other way try this method: The school will contain say 30 scholars. Let the teacher tell them she would like to teach them about plants, but a book is required for that purpose. Then ask if each one will contribute five cents to be expended in procuring the book. The result will certainly be one dollar and a half in the treasury, with which may be purchased a text-book, and a small magnifying glass, that will be useful in examining the minute parts of various plants. Let it be understood that book and glass are the property of the school, and let them remain in the school and allow pupils to have access to them before and after school hours, under necessary regulations.

Suppose now a teacher who has carefully read "*How Plants Grow*," who has satisfactorily arranged for time, and who has secured a copy of the work just mentioned, with or without magnifier what method shall the teacher adopt? We reply, we proceed to read the book to your pupils as you would a story book. Announce the evening before the subject of the lesson. Note the structures used for illustration, and ask pupils to bring such for you, some one and some another. Let a number of the various structures be obtained, so that there be no lack of material.

When hour for Botany lesson has arrived, having secured attention from the whole school, and having seen that all are supplied with material to illustrate the subject, read, for the day, what the book says on this subject, slowly and distinctly, explaining meaning of any difficult word. Question scholars on what you have read, to see that they understand it, then bid them examine seed or flower, or fruit, as case may be, to ascertain if what the book says is correct, moving round amongst them guiding them in their search for any object. Let me illustrate: Suppose the *seed* has been announced before hand as the subject for the day, and that the pupils have brought various seeds, such as those of morning glory, maple, bean, &c. Attention being secured, we read as we find in Gray, page 9. Seeds are bodies produced by flowers from which new plants may spring. . . . The part of the seed that grows is the embryo (write that word on the board as it is new). This is a little plantlet ready found in the seed.

Question on what you have read when you see that pupils have grasped author's meaning, let them verify it in the structures they have brought,—the teacher seeing that each pupil is looking at proper part. In this way proceed until you have read the whole book to the school. Now I venture to say, if any teacher will set out to teach Botany in this manner she will find that even the youngest scholars are interested. She will likewise find that the pupils, as a whole; will study other various subjects more intelligently, and best of all, will go forth from school taught in however slight a degree to observe and compare; or, as Carlyle says, to read; thus possessing in themselves means of acquiring stores of knowledge as they journey along the highway of life.

PREHISTORIC MAN IN EGYPT AND SYRIA.

A gala meeting was held by the Victoria Pathological Institute of London in the second week in May, at which its members gave a worthy welcome to Vice-Chancellor Dawson, C.M.G., of McGill University, Montreal, at whose instance the British Association visits Canada this year. The Society of Arts kindly lent its premises for the occasion, and its great theatre was crowded in every part long before the hour of meeting. The chair was taken by Sir H. Barkly, G.C.M., K.C.B., F.R.S., who—after the new members had been announced by Captain F. Petrie, the secretary—welcomed Dr. Dawson amid loud applause, and asked him to deliver his address: It was on "Prehistoric Man in Egypt and Syria," and was illustrated by large diagrams, also flint implements and bones collected by Dr. Dawson himself on the spot during his winter tour in the East; Professor Boyd-Dawkins, kindly assisted in the classification of the bones. In dealing with his subject, Dr. Dawson remarked that great interest attaches to any remains which, in countries historically so old, may indicate the residence of man before the dawn of history. In Egypt nodules of flint are very abundant in the Eocene limestones, and where these have been wasted away, remain on the surface. In many places there is good evidence that the flint thus to be found everywhere has been, and still is, used for the manufacture of flakes, knives and other implements. These, as is well known, were used for many purposes by the ancient Egyptians, and in the modern times, gun-flints and strike-flints still continue to be made. The *débris* of

worked flints found on the surface is thus of little value as an indication of any flint-folk preceding the old Egyptians. It would be otherwise if flint implements could be found in the older gravels of the country. Some of these are of Pleistocene age, and belong to a period of partial submergence of the Nile Valley. Flint implements had been alleged to be found in these gravels, but there seemed to be no good evidence to prove that they are other than the chips broken by mechanical violence in the removal of the gravel by terrestrial action. In the Lebanon, numerous caverns exist. These were divided into two classes, with reference to their origin; some being water-caves or tunnels of subterranean rivers, others sea-caves, excavated by the waves when the country was at a lower level than at present. Both kinds have been occupied by man, and some of them undoubtedly at a time anterior to the Phœnician occupation of the country, and even at a time when the animal inhabitants and geographical features of the region were different from those of the present day. They were thus of various ages, ranging from the post-Glacial or Antedeluvian period to the time of the Phœnician occupation. Dr. Dawson then remarked that many geologists in these days had an aversion to using the word "Antedeluvian," on account of the nature of the work which in years now gone by, unlearned people had attributed to the Flood described in Scripture, but as the aversion to the use of that word was, he thought, not called for in these days, he hoped it would pass away. Speaking as a geologist, from a purely geological point of view, and from a thorough examination of the country around, there was no doubt but what there was conclusive evidence that between the time of the first occupation of those caves by men—and they were men of splendid physique—and the early Phœnician inhabitants of the land, there had been a vast submergence of land, and a great catastrophe, aye a stupendous one, in which even the Mediterranean had been altered from a small sea to its present size. In illustration of this, the caverns at the Pass of Nahr-el-Kelb and at Ant Elias were described in some detail, and also, in connection with these, the occurrence of flint implements on the surface of modern sandstones at the Cape or Ras near Bayrout; these last were probably of less antiquity than those of the more ancient caverns. A discussion ensued, which was taken part in by a number of distinguished Fellows of the Royal Society, including Sir H. Barkly, F.R.S., Professor

Wiltshire, F.R.S., Warrington Smyth, F.R.S., Rupert Jones, F.R.S., Colonel Herschel, F.R.S., the talented son of the late Sir John Herschel; Dr. Rae, F.R.S., the Arctic explorer; Dr. Dawson, F.R.S., Mr. D. D. Howard, the vice-president of the Chemical Institute, and other geologists. The meeting afterwards adjourned to the Museum, where refreshments were served,

THE PRIMER OF POLITENESS.

(Continued.)

HABITS.

45. What are meant by habits?

Habits are actions of the mind or body that have been learned by practice.

46. What kinds of habits are there?

There are good and bad habits.

47. What are good habits?

Good habits are such practices as tend to make ourselves and others happy.

48. What are bad habits?

The Weaver Boy's Habit of Study.

The late Dr. Livingstone was a cotton weaver, who worked from six in the morning till eight at night. He read many of the classic authors before he was sixteen years of age. His mother often had to take his book away from him to secure him proper sleep. When at his work he fixed his book at the spinning-jenny so that he could catch sentences as he passed to and fro, and the power of abstracting the mind from surrounding noises was thus formed. Thereby he was enabled during his many years of wandering in Africa to read and write undisturbed by the dancing and songs of his savage allies.

49. Tell the incident of Dr. Livingstone.

50. Name a good habit of the mind.

51. Name a bad habit of the mind.

52. Name a good habit of the body.

53. Name a bad habit of the body.

54. Name some good habit practised at school.

55. Name some bad habit practised at school.

56. Name some bad habit in the use of language.

57. How may we learn good habits "

By constantly trying to do right.

58. What is meant by character ?

By character is meant the sum of a person's habits.

Good Habits make Good Character,

Amos Lawrence, the senior member of the long-known house of A. Lawrence & Co., was one of the most successful business men of Boston. He won success by his habits of industry and his business talent. His life is worth reading by every young person, as a help in the formation of his character. When a clerk in a store it was the habit of the other clerks to mix a little liquor for drink and to enjoy a good cigar. Young Amos, though often tempted to imitate their example, resisted resolutely.

He said, "During the rest of my apprenticeship, five years, I never drank a spoonful, though I mixed gallons daily for my old master and his customers. I decided never to be a slave to tobacco in any form, though I loved the odour of it then, and even now have in my drawer a superior Havana cigar, given me not long since by a friend, but only to smell of. I never in my life smoked a cigar, never chewed but one quid, and that was before I was fifteen. I never took an ounce of snuff, though the scented rappee of forty years ago had great charms for me. Now, I say to this simple fact of starting *just right* am I indebted, with God's blessing, on my labours for my present position.

59. State what helped to form Mr. Lawrence's character.

60. How may a bad character be formed ?

Benedict Arnold's Boyhood.

Benedict Arnold was the only general in the American Revolution who disgraced his country. He had a superior military talent, great energy, and remarkable courage. The capture of Burgoyne's army was due more to Arnold than to Gates. Had his character been equal to his talents he would have won a place beside Washington and Greene, inferior only to them in ability and achievements.

But he began life badly, and it is not surprising that he ended it in disgrace. When a boy he was detested for selfishness and

cruelty. He took delight in torturing insects and birds, that he might watch their sufferings. He scattered pieces of glass and sharp tacks on the floor of the shop he tended, that the barefooted boys who visited it might have sore and bleeding feet. The selfish cruelty of boyhood grew stronger in manhood. It went with him into the army. He was hated by the soldiers and distrusted by the officers in spite of his bravery, and at last he became a traitor to his country.

61. Give the character of Benedict Arnold as a boy.

62. Why might we expect such a boy to become a bad man?

63. Why are habits so hard to change?

64. Give an example of a person's acting in school from the effect of habit?

65. May we excuse ourselves for a bad habit because it is a habit?

No. A bad action cannot be excused because it has been often repeated. We should change the habit.

Farragut's Change of Habit.

Admiral Farragut used to tell the following in relation to his early determination to be a sailor, and the reasons for it:

"Would you like to know how I was enabled to serve my country? It is owing to a resolution I formed when I was ten years of age. My father was sent down to New Orleans with the little navy we then had to look after the treason of Aaron Burr. I accompanied him as cabin-boy. I had some qualities that I thought made a man of me. I could swear like an old sailor. I could drink as stiff a glass of grog as if I had sailed round Cape Horn, and could smoke like a locomotive. I was great at cards, and fond of gambling in every shape. At the close of the dinner one day my father turned everybody out of the cabin, locked the door and said to me,—

" 'David, what do you mean to be?'

" 'I mean to follow the sea.'

" 'Follow the sea! Yes, be a poor, miserable drunken sailor before the mast, kicked and cuffed about the world, and die in some fever hospital in a foreign land'.

" 'No, I said; 'I'll tread the quarter-deck and command as you do.'

“ ‘ No, David ; no boy ever trod the quarter-deck with such principles as you have and such habits as you exhibit. You'll have to change your whole course of life if you ever become a man.”

“ My father left me and went on deck. I was stunned by the rebuke and overwhelmed with shame.

“ A poor, miserable, drunken sailor before the mast, kicked and cuffed about the world, and to die in some fever hospital. That's my fate, is it ? I'll change my life, and change it at once. I will never utter another oath, I will never drink another drop of intoxicating liquors, I will never gamble ; and, as God is my witness, I have kept these three vows to this hour.”

66. Tell the story of Farragut's reformation.

67. How may bad habits be changed ?

By honestly, earnestly trying to change them.

A Battle with Habits of Appetite.

A gentleman formerly a tremendous whisky-drinker, tobacco-chewer and smoker, but for several years past has been a reformed man, wrote to a friend in the city of New York as follows : “ I have seen the time that my desire for tobacco was vastly stronger than it ever was for food. Once I was on a lee shore, the wind blew, the sea was tremendous. The last time I saw the rocky shore it was three miles to the leeward. It was late in the afternoon, I felt certain we should be on the rocks before morning if the wind continued. I felt in my pockets for some tobacco, but could find none. I examined every part of the vessel where I thought it possible to find any ; I inquired of the crew, but there was none on board. At that time I would have given fifty dollars for one quid. The gale ceased, we soon found a harbour, and the first thing I inquired for was tobacco. I chewed twenty-one years and smoked about eighteen. For a long time before I quit the use of tobacco I believed it was injurious to me, but I felt it was almost impossible to leave off. Eventually I was awakened and felt that such practices were sinful. I then thought I would try to leave them off. When I quit smoking I felt comparatively that I had lost all my friends. I could not eat or sleep as usual, I felt restless, and for some weeks thought it uncertain whether I should be able to conquer a habit which was so strong. But at last it was

overcome. I then thought I would quit chewing, then came the struggle. To quit smoking was but a trifle in comparison. After I had determined to try to quit chewing, I always kept a piece of tobacco in my pocket; I was doubtful whether I should be able to leave off. Many times before I was aware of it I found I had a piece in my mouth a long time. As soon as I perceived it I would take it out, but often before it was discharged I would give it one solid grind. There is nothing in the world, to me, so exquisitely sweet as tobacco. After several months the habit was overcome, but it was almost like plucking out my right eye. When I had entirely ceased from using it I had a better appetite, my sleep was sweeter and more refreshing, my mind more composed, my nerves were more steady, I grew more fleshy, and now I enjoy perfect health and can endure double the fatigue that I could for a long time before I quit the use of tobacco."

68. What is meant by Appetite?

It means a strong desire for food or drink.

69. How often and for how long must we try to change bad habit?

The Uncontrolled Appetite.

The great temperance lecturer Gough, told of a beautiful girl in England, far gone with consumption, yet patiently and lovingly toiling to support a brother who was addicted to drinking habits. She used to get him a place to work, but he would soon forfeit it by his evil ways, and so in her weakness and pain she worked on, giving the renegade brother the most of her earnings. Little by little she saved a small sum to pay the expenses of her last sickness and burial, which she expected would soon be upon her. The miserable brother found where she secreted her little treasure, broke open the desk and robbed it, and spent the money to gratify his terrible appetite for strong drink. To such depths of meanness did he descend on account of his dreadful habits that even his conscience no longer troubled him. Neither love nor shame could prevent the miserable man from robbing his nearest and dearest friend.

70. Repeat the story of the uncontrolled appetite for drink.

You need not answer the next two questions aloud.

71. Have you any habits at home or at school that you ought to break off?

72. Are your habits of speech and behaviour such as give pleasure to all your friends?

73. If you have any bad habit, what should you do?

“*I Can't.*”

The following sad confession of the despotism of an evil appetite and bad habits is narrated by a gentleman in New York, who heard the conversation.

Being in a coffee-saloon, a stranger stepped in one cold morning and called for a cup of coffee. The saloon had a liquor-bar attached, and the waiter handing the coffee, said “Will you have anything else?”

“Nothing else,” was the reply; I drink nothing stronger than coffee.”

While he was drinking the coffee a well-dressed man whom he had observed walking the floor stepped up to him and said, with an earnest manner,—

“Sir, I would give all I am worth to be able to do what you are doing.”

“How so? What am I doing that you can't do?”

“Why sir,” spoke the man earnestly, “you can drink your coffee with a relish and refuse the liquor at that bar, that's what I can't do; no, sir, *I can't do that.*”

74. Repeat the story of the man who said “I can't do that.”

75. Why is it that people rarely reform their bad habits?

It is because they give up the struggle and say “I can't.”

76. Is it manly or brave to say “I can't,” and quit trying?

THE ROYAL SOCIETY OF CANADA.

The third meeting of this Society was held at Ottawa, beginning May 20th. The GAZETTE gives the following account of this important gathering:

“The third meeting of the Royal Society of Canada differed little in the course of its proceedings from either of the previous meetings. Some leading members were unavoidably absent, but as most of them sent papers, and the contributions from outside sources were more numerous than heretofore, there was no falling off in the amount or quality of work done. The vacancy occasioned by the lamented death of Dr. Todd in the section of

English literature has been filled by the election of the Rev. Dr. Withrow, author of "The Catacombs of Rome." Besides that work, which gained the highest commendation beyond as well as on this side of the Atlantic, Dr. Withrow has written several books of great merit, including a history of Canada. He is also editor of the *Canadian Methodist Magazine*, and is a man of learning and taste no less than an indefatigable literary worker. His admission to the ranks of the society cannot fail to increase its usefulness and will, we believe, meet with general satisfaction throughout the Dominion.

We ventured a few days ago to indicate the probable result of the election of the officers of the society for the coming year. Most gladly would those who have the honour of knowing him have continued for another year under the able, impartial and courteous rule of the Hon. Dr. Chauveau. But the precedent in such bodies favours a single term for the higher positions, and, as we supposed it would, the choice of his colleagues fell upon Dr. T. Sterry Hunt for the office of President. In view of the visit to Canada of the British Association, the country is to be congratulated in having a man of European reputation at the head of its chief scientific society. With a generosity worthy of all praise, the Abbe Hamel (supported by all the French members) proposed that the convention hitherto recognized of an alternation of nationalities should be waved in favour of Dr. Daniel Wilson, who was accordingly elected to the vice-presidency, the customary sequel being understood. Dr. Wilson is one of the select few who honour the society more than they are honoured by belonging to it, and of those few there is none more worthy of the confidence implied by the compliment that has been paid him. As we expected, Mr. Bourinot and Dr. Grant remain, respectively hon. secretary and hon. treasurer. The society knows their value too well to look for successors to them so long as they can be induced to give their time to its interests. The four presidents of sections for 1884-85 are the Hon. F. G. Marchand, Dr. J. Clarke Murray, Dr. A. Johnson and Dr. A. R. C. Selwyn (who has been twice honoured by re-election); the vice-presidents, M. Paul de Cazes, Col. G. T. Denison, Mr. Carpmeal and Professor Lawson (also twice re-elected). In the secretaries the only change is that Dr. McGregor takes the place of Dr. Johnson in the 3rd section, Messrs. Sulte, Stewart and Whiteaves continuing to serve as secretaries in sections I, II and IV respectively.

The most important, however, of the official changes that have taken place in the society is one that did not depend upon election. Above the offices thus filled there is the high position of patron and honorary president. As the founder of the society the Marquis of Lorne was kind enough to accept that position and at the first two meetings the society enjoyed not only the distinction of his presence, but his courteous and cordial co-ope-

tion. The Marquis of Lansdowne has graciously responded to the request to assume similar relations towards the society, and certainly there has been no reason to complain of the manner in which our Governor-General appreciates the duties thus self-imposed. His Excellency's reply to the address presented to him on Tuesday last was marked by practical good sense. No counsel could be more seasonable than his. His views of the objects and functions of the society are perfectly just. He pointed to the spheres of activity in which it could be of real benefit to the country, and assigned for its foundation at the stage in our national progress when it came into corporate existence exactly the reasons that would suggest themselves to a clear-seeing and unbiassed mind. "He saw numerous cases in which " it would be of the greatest assistance, not only to literature " and science, but to the government itself, that there should be " in existence a body from which an authoritative expression of " opinion in regard to public questions of national culture might " upon occasion be elicited." And he instanced specially the case of the historical records of the country. "Any one," continued His Excellency, "who has had to do with valuable manuscripts knows the difficulty of, on the one hand, rendering them " available for the legitimate purpose of the historian, and on " the other, of restricting their use to proper persons." Then, after referring to the great work accomplished in England by the Historical Manuscripts Commission, Lord Lansdowne thought our Royal Society might serve a like purpose in dealing with such historical manuscripts as might exist in Canada. There were other excellent suggestions in His Excellency's address, but this one, it seems to us, is especially noteworthy and ought not to be lost sight of by either the society or the authorities of the land. More comprehensively significant, if less definitely practical, were His Excellency's other reasons for the organization in the Dominion of a body like the Royal Society. Where the population is scattered and the centres of intellectual activity are far apart, as with us, every effort to give cohesion to the different portions of the nation is deserving of encouragement. The Royal Society, if worthy of its name, should serve as a metropolis of cultivated opinion, representing and uniting for manifold fruitfulness the best our country affords in the fields of research, of invention and of creation, and linking and developing the literatures of the two chief races of which we are composed. That it may ultimately come to fill this *role* efficiently ought to be the earnest wish of every sincere friend of intellectual progress in Canada."

THE TEACHER'S SCRAP-BOOK.

One of the first books towards a teacher's library should be a scrap-book. Let that be the nucleus around which the others are gathered as circumstances allow. It need not cost anything. Take an old "report" book; cut out the alternate leaves, leaving all the blank ones for the index. Number the pages, and prepare your index. You want it to contain: (1) *Choice poetry*. This may be divided into (a) pieces for the pupils to recite; (b) pieces to analyze and read in class, and (c) your own favourite poems. (2) *Choice stories*. This will grow to be a ponderous volume if you do not use much care in selection. Put in this only the stories that are specially valuable, for their bearing upon such habits, as the teacher has most frequent occasion to deal with. (3) *Gems of thought*. This will sub-divide into short ones suitable for the children to memorize, and longer ones which you may wish to save for your own pleasure or from which to draw material for talks with your pupils. Some of these may be used to advantage in the reading-class. (4) *Supplementary geography matter*. This will include selections from books of travel, and descriptions of customs and manners of people, as an accompaniment to the geography lessons: also, any interesting geographical facts found outside of text-books. (5) *Supplementary historical matter*. Interesting incidents of history are often found floating about which will help to clothe with flesh, the dry-bone matter in too many of the school histories. (6) *Supplementary biographical matter*. Arrange a calendar for the year chronicling the birthdays of noted persons; under each name have a space to fill up with anecdotes and incidents as they are found. (7) *Natural history*—curious facts relating to the formation and habits of birds, insects, animals, reptiles and fishes.

This field is so extensive that more than one book will be needed. The work should be sub-divided and indexed for convenient reference. With a small beginning and steady perseverance, such a work would grow to be a valuable cyclopaedia.

RIGHT, FOR RIGHT'S SAKE.

BY LUCY A. YENDES.

In those days of sugar-plum inducements to do right, and threats for the contrary line of conduct, it requires a good amount of moral stamina in a teacher to withhold either and substitute therefor the more commonplace standard of *Right, because it is right*. It is much easier to govern by a complete system of rewards and punishments, but the teacher who succeeds in leading her pupils into any line of action, from *principle* only, has accomplished a work for eternity. I do not decry the first method; I have used it, as I suppose every teacher does, more or less. I only suggest that there is a better, a nobler way. I think it is more difficult, as any abstract teaching requires greater skill than concrete teaching, but it should be our aim nevertheless. We are not merely teaching for to-day, or to fill out this term; our work is to be felt "unto the third and fourth generations," and we must not let the immediate results be drawn so closely to our moral vision as to obscure the future. Which will be the greater help, think you, in developing an honest man or woman from the child before you? To say: "If you tell me the truth about this matter I will let you go home early to-night; if you do not I shall detain you"; or to say: "My child, it rests with you to tell me the truth or not. You have it in your own power to make the choice. Its effect, right or wrong, will be on *your* character—not on mine—and every time you do right it adds to your strength of character, while every wrong deed weakens it. No one can choose for you; no one can accept the consequences in your stead."

Even this should not be overdone. Blessed is that teacher whose fine instinct never fails to warn when a period is reached!

Discrimination is a good thing to have in the family. If it were only a commercial commodity, so that nine-tenths of our teachers could buy it! There would be fewer errors of judgment then; fewer mistakes in treating an accident like a willful trespass, innocent fun like malice prepense, and a sin of ignorance like one of obstinacy.

Perhaps, as teachers, we haven't attained to this high ideal ourselves. It may be that we find our own conduct more easily governed by the expectation of a plaudit or censure, than by

“Right, for right’s sake.” If so, we need not expect anything beyond our own moral attainments in our pupils; that is, not from *our* teaching. They may have other influences at work upon their moral natures that will elevate their standard beyond ours, but it will not affect our case. Do we think of this side of our work enough? Do we think of any side of it enough? Is it uppermost in our minds, our plans, our aspirations? Do we make it our business (*because* it is our business) and everything else subservient to it? Are we constantly seeking to improve and be improved? Do we give all we can and get all we can in the way of mutual benefit?

As teachers, let us think upon these things.—*School Journal.*

CULTIVATING A TASTE FOR READING.

Better that a child never learn to read than, having learned, to leave school without that taste for good reading which shall place him out of the temptation of the bad. This necessitates on the part of the teacher an extensive knowledge of English literature. He must be able to provide bountifully for the hungry mouths around his intellectual table. “But,” says the teacher, “I get very little time for reading.” Admitted, but let that time be very judiciously spent. When reading for your own recreation have in mind your pupils’ reading, and when you find something pleasing cut it out or make a note of where it may be found. There are those who always sit down to a new book with pencil and note-book in hand. When a choice thought is read it goes into the note-book, if too long the page and title only are jotted down. It would be well for the teacher to keep a memoranda especially for reading matter for the children. Index it, biographical, historical, incidental, etc. Study catalogues, and at earliest opportunity examine the books whose description pleases you, that you may know whether to recommend them. When you have secured the co-operation of the parents in your plans for the highest good of the school, they will be willing to lend you books from which you wish to read to your pupils. Do not follow blindly the school readers. They contain many choice selections, but they need to be supplemented. Branch out from them in all directions. Suppose the next reading lesson in the book is the “Speech of Sergeant Buzfuz” or “Sam Wellers’ Valentine.” If

possible, borrow the book, select several passages in it, enough to give the pupils an acquaintance with the characters. When the reading class is called, give them a sketch of the book, then let some of the selections be read. Several days may be taken for this, then take up the selection in the readers, they will appreciate it much better. And you need not stop here. Take up other authors in the same way giving a biographical sketch of the author. This work may be begun with children in the third grade, and extend as their vocabularies extend. It is possible for every pupil to leave school with a taste for good reading. Teachers are much responsible for the prevalence of corrupt literature. It will die as soon as the demand dies, and the demand will die as soon as children are made acquainted with the treasures of English literature.—*School Journal*.

EDITORIAL NOTES.

NORMAL INSTITUTES.—The importance of professional training for teachers is being insisted upon more and more by the best educationalists of the day, and those educational systems which give the most prominent place to professional training produce the best schools. It has been felt for some time that something should be done to bring the advantages which our Normal School offers within the reach of a larger number of our teachers. The salaries which have been paid in the elementary schools are not sufficient to induce young persons to spend the time and money necessary to take a regular course at our Provincial Normal School. Unless some special provision can be made for those preparing to teach in our Elementary Schools, these schools must be conducted for some time to come by those who enter upon their work without any professional training. In order to extend the influence of our Normal School and to bring its advantages within the reach of the majority of our elementary teachers at a minimum cost, an effort is being made to hold during the month of July Normal Institutes at central points in the country districts for the benefit of those teachers who feel sufficiently interested in their work to avail themselves of these advantages. These Normal Institutes will continue in session for one week, and will have special reference to the work of the elementary schools. Lectures will be given on the best methods of teaching reading, writing, arithmetic, drawing, singing and object lessons, and upon the organization and management of elementary schools and upon child nature. Dr. Robins, Principal of the McGill Normal School, will be the principal lecturer,

and he will be assisted by a number of experienced teachers and professors. In a word we shall have a short Normal School Session in the country in which professional work alone will be taken up. In the short session of a week teachers in attendance will derive great benefit from the lectures. Normal School work consists of two parts, lectures on the art of teaching and school management, and practical work in model schools. The teachers of the elementary schools have had a fair training in the practical work and only require the lectures on methods and school management. This they can now get at the Normal Institutes, as these teachers have taught, and have experienced the difficulties peculiar to elementary school work they will derive great advantage from a short course of lectures having special reference to their work. I earnestly hope that a large number of the teachers will avail themselves of this opportunity to qualify themselves for more efficient work. Arrangements have already been made to hold two of these Institutes during the month of July, one at Richmond, July 7th to 11th, and one at Durham, July 14th to 18th. The College building has been placed at our disposal for the meeting at Durham, and thirty or forty teachers can be accommodated at the College by paying for the cost of board, which shall not exceed seventy-five cents per day. Several of the residents of the village have formed themselves into a Hospitality Committee and intend to provide places for a number of teachers in the village. Those who desire to be billeted should communicate with Mr. Frank Wood, Dunham, P.Q., who has kindly undertaken the Work of Secretary of the Hospitality Committee. Those who wish to stop at the College should communicate with Mrs. Holden, at Dunham. Arrangements will be made to transfer those arriving at Cowansville Station on Monday evening, July 14th, to Dunham, at the lowest possible rate. The Institute will open regularly on Tuesday, July 15th, at 9 a.m. Everything has been done to make these Normal Institutes successful, and their success or failure now rests with the teachers, in whose interest they have been organized. There can be no doubt about the importance and usefulness of such gatherings. They have been tried elsewhere and have proved of very great service to elementary education. The Province of Manitoba has recently introduced them as a regular part of the educational system. If our teachers show an interest in this work and attend these Normal Institutes we shall be able to increase their efficiency and perhaps to shorten the regular Normal School Session in Montreal, in order to enable the professors to give more time to this work in the country. The subject deserves the careful consideration of all interested in education. I trust that teachers and school commissioners will interest themselves in securing a good attendance at these meetings.

LOCAL ITEMS.

Protestant Board of School Commissioners, Montreal.—The regular meeting for the month of May was held on Tuesday afternoon, May 13th. After confirmation of the minutes and other routine business, Miss Coe and Miss Osgood, trial teachers, were placed upon the permanent staff, Miss M. Watson received appointment on trial in the Sherbrooke street school. Miss Roger and Mr. Donald were requested to do additional work in the senior school during the next two months. The committee reported the annual April examinations complete and all promotions made, and that twenty-one pupils, having fulfilled the requisite conditions, were entitled to promotion to the high school on Commissioners' scholarships. The oral examinations were fixed in the girls' high school, for Tuesday, 27th instant, in the preparatory school and the High School of Montreal for the two following days. A communication was read from His Excellency the Governor-General continuing to the High School the medal presented by his predecessor. Miss Luttrell's resignation was accepted, to take place on the 1st day of June next. The monthly statement of accounts was submitted and new bills ordered for payment, amounting to \$2,500, inclusive of certain balances for contracts on the new buildings, the charges of which have now been liquidated with the exception of a few hundred dollars.

Quebec Teachers' Association.—The annual meeting of the Quebec Local Association of Teachers was held in the National School, on Friday evening, 23rd May. Dr. Marsden occupied the chair. After the usual preliminaries, the annual report was read by Miss Macdonald as follows:—"In taking a general view of what has been accomplished by this Association during the past year, there seems to be very much room for encouragement. Its present prosperous condition presents a striking contrast to the state in which it has lingered for a number of years, one of merely nominal existence. Our Association has been convened six times during the past year, which represents a number of meetings equal to the sum of those held during three preceding years. Our meetings have been comparatively large, the average attendance being eighteen. Yet one would fail to get a correct estimate of what is being done, by judging either of the number of meetings we have held or the manner in which they have been attended. The best indications of progress may be seen in the active interest which has lately been shown by every member of our Society, the prompt execution of the duties assigned to the various members, and the kindly feeling that exists among the teachers. Some interesting papers on various subjects have been read and discussed, and we have pleasure in certifying that all our deliberations have been characterized by a harmony never broken; that, whilst on some points differences of opinion have been manifested, charity and courtesy have never failed. Some

subjects of lasting importance to the teacher have been freely and fully considered, and we feel that the interchanges of thought on these subjects have been both welcome and profitable. The social meetings which have been introduced promise to be a popular feature of our Association, and we have reason to believe that they will prove equally beneficial. The change which has been made in regard to our place of meeting, namely, from the large school-room to the present committee room, has contributed to the improvement made. Much as we appreciate the valuable service which so many of our members have rendered this Association, yet we feel that the gratifying results of the past year are due in a great measure to the marked interest which the Rev. Mr. Rexford has taken in our work. He has spared neither time nor trouble when an opportunity presented itself to render us assistance. His indefatigable zeal for the cause of education has been a great incentive to our Association. The expression of our warmest thanks is due, not only to the Rev. Mr. Rexford, but to Mrs. Rexford also, for the kindness which they have extended to the teachers of the public schools of this city. Our Association has sustained a serious loss in the death of Miss F. B. L. Edwards, one of its most active and efficient members, and a very competent and much esteemed teacher. We are entering upon another Association year full of hope, and trust that the progress which we have made will continue and increase, that in a few years we shall have reached results so gratifying as to be as great a contrast to the present, as the present are to the past."—A paper entitled, "History as it is taught in our Schools," was read by Miss Ahern, who showed with much ability how history could be made interesting and attractive to children, and incidentally pointed out the great inconvenience which teachers have to contend against in not being provided with books of reference. This paper was followed by a lengthy discussion on the subject.—A paper on "Writing" was next read by Mr. Elliott, in which he drew attention to the rules indispensable to success in teaching this branch of study. The paper was followed by a very fine discussion of the whole subject.—The officers for the current year were elected by ballot as follows: President, Dr. Harper; 1st Vice-President, Rev. Robert Ker; 2nd Vice-President, Miss Bothwell; Secretary, Miss Macdonald; Treasurer, Mr. Elliot; Committee of Management, Mr. McQuarrie, Miss Wilkins and Miss Ahern. Dr. Marsden was elected Honorary President.—The Rev. Mr. Ker was then called to the chair, after which the customary votes to the retiring officers were passed.—The Rev. Mr. Rexford hoped that the Quebec teachers would be well represented at the forthcoming Teachers' Convention at Cowansville. He said the discussions and papers he had listened to made it quite clear that the Quebec teachers were thoroughly

alive to the whole subject of education, and that they were in a position to make themselves felt in the onward movements of the present. He suggested that some of the papers be re-read at the general convention. He also suggested the advisability of establishing a voluntary course of lectures on the art of teaching. The idea was warmly taken up and will in all probability be realized during the course of next winter.—It was arranged that the meeting be resumed on the third Friday in September next, after which the proceedings came to a close.

McGill Normal School Teachers' Association.—The annual meeting of the Teachers' Association was held in the McGill Normal School on Saturday, May 31st, at 11 a.m., Dr. Robins presiding. There was a small number of members present. The minutes of the previous meeting having been read and confirmed, the Secretary's annual report was read and adopted. The Treasurer then presented his annual report (a most encouraging one, last year's *balance on hand* having been doubled), which being found correct by the auditors appointed, Mr. Arthy and Mr. Pearson, was unanimously adopted. The election of officers for the ensuing year then took place, with the following results:—President, E. W. Arthy (unanimously elected); Vice-Presidents, Dr. Kelly, Miss Carmichael, Miss Clarke and Miss Peebles; Council, Dr. Robins, Miss Barlow, Mr. Elliot, Mr. Pearson, Mr. Chambers, Miss Sloan and Miss L. Lawless. Miss Hurst as Secretary and Mr. Humphrey as Treasurer, were re-elected by acclamation, Rev. E. I. Rexford was unanimously elected an honorary member of the Association, and thanked the meeting for the honour in a few well-chosen words. Dr. Robins, before retiring from the Presidency, thanked the members for their kindly support and help during the past year, and then left the chair, to which the newly-elected President was called, who gracefully acknowledged the pleasure with which he accepted the unexpected honour conferred upon him. A vote of thanks to the retiring officers having been passed, the meeting adjourned.

INQUIRIES.

Q.—*How many days does the scholastic year contain?*

A.—The minimum school year is eight months. The number of school days in this minimum year is found by deducting from the total number of days the Saturdays, Sundays, and other legal holidays. The School Boards, however, have a right to keep their schools in operation twelve months in the year and to make engagements with their teachers for this purpose. The practice, however, is not a wise one, and teachers should not encourage the practice by entering into such engagements.

NOTE.—Only one copy of the Educational Record will be issued for the months of July and August.

"Neither Boston, Philadelphia, nor New York can rival them."—*Presbyterian Witness, Halifax, N. S.*

"If the books have any fault they are too beautiful."—*Montreal Gazette.*

G A G E ' S

New Canadian Readers.

NEWFOUNDLAND.—Recommended by the Superintendents of Education.

MANITOBA.—Authorized for use in the Schools of the Province.

QUEBEC.—Authorized for use in the Schools of the Province. Adopted by Protestant School Commissioners for use in Montreal. Introduced in the Schools of City of Quebec, Sherbrooke, Three Rivers, and many other Schools in the Province.

PRINCE EDWARD ISLAND.—Recommended by Superintendent of Education.

JAMAICA, WEST INDIES.A.—Recommended by Superintendent of Education.

ONTARIO.—Authorized by the Minister of Education.

WHAT IS SAID BY TWO WELL-KNOWN INSPECTORS.

To the Trustees and Teachers of Lincoln and City of St. Catharines.

As the acting Minister of Education has recently authorized two new sets of reading books, it becomes necessary, to secure uniformity in classes, to avoid confusion in buying, and to prevent loss of money to parents, that Trustees and Teachers shall, with as little delay as possible, consider the adoption of one, and only one, of these series. To exemplify this necessity, suppose that the city of St. Catharines were to adopt one, and the county of Lincoln or the town of Thorold, the other; then children of parents moving from one to another of these places would find themselves obliged to buy new books.

To be in a position to express an opinion on the merits of the two series to the many inquiring Trustees and Teachers, we have compared them carefully, and have no hesitation in stating, that Gage's "Canadian" is superior to the "Royal" series, for the following reasons:

1. The "Canadian" is cheaper by 34 cents per set.
2. The type is much larger and the spaces between lines greater.
3. The engravings are better, and in the earlier books more numerous, thus affording a greater variety and a far wider range in object-teaching.
4. The lessons are carefully graded as to matter and difficulties.
5. The books are not too large, hence may be mastered by the pupils in the two school terms of the year.
6. There is more literature, either on Canadian subjects, or written by Canadian authors on other topics.

The following excellent features of Gage's "Canadian" series seem entirely wanting in the "Royal":—

1. Pictorial tablets adopted to the most modern methods of teaching reading, and embracing admirable black-board drill on phonics, and exercises in *script*.
2. *Script*, in the earlier books, viz.: the primers and the second book, that children may practise, as well as read, *writing*.
3. A series of Bible readings and Temperance lessons.
4. Articles on "How to Resuscitate the Drowned," "How to Retain Health," &c.
5. Definitions and pronunciations of the more difficult words in the lessons, placed at the beginning of each.
6. Questions and suggestions at the end of each lesson, beginning in the second book.
7. A summary of Canadian History.

(Signed)

JAMES B. GREY,
I. P. S., Lincoln.

J. H. MCFAY,
I. P. S., St Catharines.

ST. CATHARINES, Ont., August 9th, 1883.