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THE
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THE FUTURE OF THE KINDERGARTEN *

BY WM. T. HARRIS.

The kindergarten is in a full career of progress here in America, to-day. Every new inventory of existing school systems finds an increase in the number of cities that have adopted it as an introduction into the elementary school work. More and more villages have private kindergartens with full quotas of pupils. Six years ago there were one hundred thousand pupils in such schools, one year ago there were two hundred thousand—the number had doubled in five years. While no signs of abatement of this progress are visible in the statistical returns, there are tendencies in the management of the new department which may lead to a reverse in the course of a few years; and it is because I have been pained to observe those tendencies that I have come here to-night to speak of the future of the kindergarten.

The first danger is the financial one. * * * But I do not intend to dwell on this feature of kindergarten management, because I think the danger of too great expense may be easily met by some effective plan, that will not diminish, but on the contrary enhance, the value of the in-

* A paper read before the International Kindergarten Union and published in the *Kindergarten Review*.

struction, while reducing the cost of it to its normal average,—namely, one-half the cost of the whole day primary instruction.

My chief point relates to what I consider to be a wrong conception of the place of the kindergarten, not in the school life of the child, but in the total of human education. For, while the whole of life is an education, the school offers a special kind of education, and is not a substitute for the education of the family in the home; nor for the education in civil society which the man gets by earning his daily bread by his trade or occupation. Nor can the school give the education which comes to a citizen of a civilized state from being governed by it, and assisting to govern his fellow-citizens.

The school cannot make itself a substitute for the family without injury to the children who are assigned to it. This is, in fact, the crying evil of the orphan asylum which provides for children who have no other home. It offers a school, and not a home for the child. Within the home the child finds scope for the development of his individuality in a hundred ways that the school or the kindergarten cannot permit. For the child needs at times to exercise his pure caprice and arbitrariness. He cannot learn to know himself and be sure of his inborn powers in any other way.

To be sure this is not all, but it is something very important—nay, essential. The child must develop a self of his own, and he can never do this unless he exercises his own initiative and follows his own fancy many hours in the day, unrestrained by the school or by the governess or by the strict parent.

In saying that one institution cannot be made a substitute for another, one must not say that each is not essential in its place, and that both must not be kept and perfected for their work.

It was an insight into this necessity for separate functions which led the teachers and superintendents of the ordinary school to oppose the adoption of the kindergarten into the school system. For it came to them with the claim that it educated by childish play. All sensible persons saw that childish play is a good thing, but it seemed to them that it is already provided for in the child life of the home. If play, pure and simple, is educative, then

the average child gets much education if only let alone and allowed to follow his instincts.

I confess that for many years after I had heard of the kindergarten and even had read treatises urging its adoption, I supposed that the design of Froebel was to furnish a substitute for the free wild play of the child followed by him from instinct; and I was quite opposed to its introduction into a city school system. But I found upon a systematic examination of Froebel's devices and methods that he had something quite different in view, and something quite valuable too.

Froebel was not seeking to invent a substitute for the spontaneous play of the child, but, on the contrary, to invent a transition from the home to the school. This connecting link should have a play element in it carefully preserved; it should likewise have in it a school element,—namely, a regular programme of exercises giving unity to all the work and all the play. The school is a social whole and there must be some degree of subordination of caprice to a general purpose.

It is evident, when one considers the too abrupt transition from the home to the old-fashioned school, that such a transition or connecting link was very much needed. An immense waste of what is best in infancy was caused by a sudden entrance upon a rigid and even harsh system of school work without any preparation for it. In place of spontaneous self-help and natural development, the child came under a training that suppressed or effaced his childish impulses and compelled him to a blind obedience to an external authority—compelled him to learn abstract and remotely interesting matter from books.

Froebel's kindergarten has done much to change the primary instruction above it—the work of amelioration is still going on. But after the primary school has been made all that it should be, there will still remain a place for the kindergarten, for the age from four to six years needs a combination of play and work, such as the kindergarten has provided.

Froebel's system must be understood and valued as a means of conducting the child from mere play towards work, from mere symbolic activity (that is to say from "make believe") to the serious grasp of reality. Hence it has both of these elements in it.

Therefore, to take for granted that the kindergarten is

only a play-school—an attempt to provide the child with play and amusement—is a serious error. And I am sorry to say that so ardent an advocate of educational reforms as President G. Stanley Hall, of Clark University, has made precisely this mistake in his thoughtful and friendly criticism, pointing out what he calls, "Some Defects of the Kindergarten in America," in the January *Forum* for this year.

By making a wrong metaphysical assumption as to the object of the kindergarten, and taking for granted that the kindergarten plays and games are a substitute for childish play in its totality, he has caused the larger part of his otherwise useful and suggestive article to become disappointing and even bewildering. For what can the kindergarten teacher think of the advice to make an exhaustive inventory of all the plays of childhood, and introduce them into her programme, without ever inquiring how they relate to a preparation for the more serious work of the school? Into the kindergarten he proposes to introduce catching, throwing and lifting games, apparently without considering what is safe in a schoolroom, or the age at which children can acquire that delicacy of muscular sense to enable them to throw accurately or to catch what is thrown. He forgets, too, in this, what he has often taught in regard to fundamental and accessory. For to throw a ball properly and to catch it readily, requires such a training as enables one to do with fundamental muscles what one can do at first only with accessory muscles. Most people, in fact, never get beyond the lesson of manipulation with the aid of the hand and eye (using accessory muscles), although training may be carried to such a point with the fundamental muscles that, for example, a marksman may hit birds on the wing or glass balls thrown from a trap without taking aim; or, like an English guardsman, handle the sword with hair's-breadth precision.

The kindergartner is asked by Dr. Hall to consider bean bags, hoops, and jumping ropes; to introduce the doll, the colored tops, the peg board, soap bubbles, jack-straws and knuckle bones. "The contents of the toy shop should be always studied and used." "Walking sideways and backwards, and sorting out very heterogeneous blocks and cards, and laying like to like might be tried; while pop-corn, play

with the chalk, shells, spools, pictures, milkweed pods, potato-work, should be carefully experimented with."

Some of these things are so connected with the caprice of the moment, that they belong strictly to free play, and could not be made formal exercises (or concert exercises) for a kindergarten without entirely depriving them of all educative value.

I have already called attention to the use of play that is purely spontaneous and devoid of set routine, in cultivating the sense of personality. The child gets in the exercise of his veriest caprice a sense of his free causal power, and this sense is the basis of his feeling of moral responsibility.

The child produces what his fancy dictates and then he destroys what he has made. He comes to a sense of his freedom, positive and negative, by this. The power to destroy must be realized in the mind of the child; but a destructive habit must not be encouraged to the point of wantonness. Discovery has in it a large element of destructiveness. The child cannot become conscious of his originality without both making and unmaking. Therefore, if you deprive a child of his play, you produce arrested development in his character. If the kindergarten were to rationalize the child's play so as to dispense altogether with the utterly spontaneous, untamed play of the child, thus repressing his fancy and caprice, it would deprive his play of its essential character, and change it from play into work.

Although the kindergarten has to prescribe the exercises of the child, yet it endeavors to control him in a wise and gentle manner, so as to leave as much initiative with the child as possible. Were the child to be held to a rigid accountability in the performance of his task, it would cease to be play and would become labor. Labor performs the task presented for the sake of the objective end or purpose. Play prescribes for itself alone and cares little for the objective value of what it does.

It is the preservation of the form of play and at the same time the introduction of objective value into the result, that constitutes what is new and valuable in Froebel's method of instruction.

It would be absurd to claim that his method is perfect beyond all improvement; but it is certain that all improvement must observe carefully the limits of the sphere to

which the kindergarten legitimately belongs. To propose as an improvement the adoption of the sphere of mere play, as though the kindergarten could be a substitute for free, wild play, would be not an improvement, but a perversion of it from its only legitimate sphere. An adoption of such a proposition would soon result in the destruction of the kindergarten altogether. For it would then justify the arguments first made by school superintendents against the ill-instructed enthusiasts who recommended the kindergarten because it made play educative, and was a kind of substitute for the spontaneous play of the child, and because these enthusiasts seemed to wish that all play should be regulated according to the form prescribed by Froebel. Had these advocates of the kindergarten been the only ones heard, the kindergarten would never have come into vogue in America; nor in any country where sound ideas on education prevail. Froebel would have remained without disciples who could see his great discovery of a transition or connecting link between the child's genuine play and the real work of the school.

Let me here point out the significance of the songs and games and their relation to the Gifts and Occupations, without attempting an elaborate discussion.

The Gifts concern geometric or space representations and involve the simple operations in numbers called the "four rules" of addition, subtraction, multiplication and division. The three solids—cube, globe, cylinder—and their parts, form an admirable introduction to the serious studies of later years, and yet are adapted to the child's capacity. The Occupations teach the child how the linear may be made into a surface, as by weaving, and how strength in one direction may, in a fabric, become strength in two dimensions. Until better are suggested, Froebel's Gifts and Occupations ought to hold their place in the kindergarten as a propædeutic to mathematics, which forms a general science of inorganic nature.

Over against this introduction to the nature studies that are to follow in the elementary school, high school and college, Froebel places a list of songs and games dealing with man and mostly with social relations. They relate to the occupations of man and to his institutions, and for the most part have some allusion to the dependence of the in-

dividual upon the social whole, and the beneficent aid which the social whole gives to the individual.

The kindergarten thus covers the two hemispheres of human knowledge in the scope of its play and work, and is reasonably well adapted to the child's body and mind, as developed at the age of five years.

Additions to and subtractions from this curriculum can be made, as I have said; but if of value, they must fit on to and continue the child's free wild play, and at the same time must contain mathematical training leading to arithmetic and geometry, because these form the introductions to the science of inorganic nature; they must also look towards human society and the child's dependence upon it and show its gracious aid.

It would be interesting to consider the whole range of objections to the kindergarten as Froebel conceived it, in the light of these three requirements,—organic growth, human society, and the age of the individual; but time does not admit it here.

I must close this paper by alluding again to the main point, against which I have been contending, namely, the repudiation of Froebel's conception of the kindergarten as a connecting link between the home and the school, and the adoption of that fantastic notion, that the kindergarten should be an organized substitute for pure child-play. I must say that it seems clear to me that if the kindergarten goes that road, its career will be short; and that people will very soon see that it is a waste of public money to attempt to do for the child what he can do better if left to himself. Nay, they will say that the kindergarten, in taking up the function of mere play, destroys its educative influence by making play a cut and dried affair; while, on the contrary, the kindergarten, in its legitimate sphere of preparatory work by means of play connecting the home and school, makes its programme a means of education—a gentle introduction into the school. And the school will demand of the pupil a submission to a programme of real work in conventional signs invented by the intelligence of the race, like letters and numbers and technical terms of science and art.

To say that all things are capable of improvement does not say that any caprice of the moment can mend them. We must not be hasty in adopting changes, but must be ready to consider them and think about them first.

The kindergarten, dealing as it does with the child in his immaturity of body and mind, needs to take great care not to overdo any one of its plays or its occupations, for that will produce arrested development of mind or permanent bodily injury.

If the kindergarten is conducted with a reasonable conservatism,—kindergartners not being frightened at being called worshipers of Froebel or sneered at as “decadent”—I can safely predict to the kindergarten an uninterrupted career of growth and of health-giving influence on our education.

THE NEGLECTED CHILD.

The school life of which Thomas Hughes wrote in “Tom Brown’s School Days” has passed away. The child in the boarding school is better and more cared for than at any period in the history of that institution. The child of the school-room is a happy being compared with what he was a few years ago. Dickens, Hughes and many other lovers of children, have helped to spread abroad the thoughts that had their birth 1900 years ago in the little village of Nazareth. Thoughts that could not grow in all their fulness then, because of the barrenness of the soil in which they were sowed, have now, after the lapse of so many centuries, in more favored climes, reached something of their intended stature—perhaps even yet they fall short of the ideal of their author,—“a little child shall lead them.”

The days of “fagging” and the evils of the “tuck shop” are fast passing away, we hope never to return. The brutality of older pupils to younger and the indifference of masters to the suffering and immorality of children are echoes from the past. The condition of things of which the artist Millais wrote are impossibilities under the new order of affairs. He tells us that when nine years of age he was hung head downwards out of a second story window, by the class bully, his legs being tied to the iron guards with scarfs and strings, and that when rescued by some passer-by he was quite unconscious.

Little Pauls are met with only at rare intervals.

In the day schools too, life is made more pleasant by a

kindlier social spirit and more comfortable surroundings. Better ventilation of school-rooms and wiser feeding of children are helping towards this end.

Let us turn now to the child life that is as yet but little helped by the new order of things. I refer to the children without home life, the children of drunken and shiftless parents, the children who too often pass across the educational field no one enquiring whence have you come, or whither are you going. As I look over the years that are fled I am persistently haunted by a little boy with pale, pinched face, the color of paste, clad in ill-fitting garments, some too large for him, others too small. His face and hands are clean where most conspicuous, but a high-water mark about the neck and wrists shows that the ablutions have not been very thorough. Dirty faces and uncleaned boots are not allowed at school, so this child of the street washes his face and hands at the school sink and wipes them on the school towel, and rubs his boots with a piece of paper for lack of brushes. He is well worth studying closely, for he is a representative of hundreds of children in our schools. He has a hungry, furtive, animal look about his face. Were his age reckoned by years it would only be ten, but if by misery twenty at least. He never knows his lessons and never has his pencils or pens or scribblers. He is full of excuses. Much has he been sinned against, and he uses with consummate skill the defence of the wronged child,—the lie. He lies about everything. When asked, "Where is your book James," he answers without an instant's hesitation, "Please I put it down on the bench in the hall while I was putting on my cap, and when I went for it, it was gone." It is vain to ask if anyone has seen it. Of course no one has. When you say, "James, why did you not clean your boots this morning," he answer quite fluently and even jauntily, "Please I did. but a boy pushed me into the mud." When you ask what boy, he replies, "Please I don't know his name. Please he goes to the Friar's school." He is most ingenious in devising excuses for himself and can read your face better than his books. When he sees that some statement of his amuses you he becomes quite voluble and facetious in adding to it. He would clean the black-board all day and has no objection to being kept in—in fact he rather likes it, as thus he can learn something of next day's lesson from another boy's book.

Some days James has a shirt on, often he has none. Shirt day is recognized by an expansion of the coat and a turning up of the sleeves of his too long coat. Shirtless days by the pinning close around his neck of his poor thin coat and the dropping of his coat sleeves. With all his misfortunes he has a pride of appearance that under more favorable circumstances would help to evolve a nice looking boy. Then too there are often gaps through which his uncared for skin shows through. You try the experiment of insisting on collars for the boys, but it does not work. James appears next day, as usual, without any, and when pressed with regard to it, comes in the afternoon with one that he had made out of paper hanging about his neck like a neck-lace. Full of resources he is and has the making of a clever man. Some days he is absent. You surmise that it is because some of his more essential garments are not to be found in the morning. He accounts next day for his absence. "My mother needed me at home as my father was sick." Possibly this was strictly true.

After studying the boy for a while you lend him some books, but he quickly reports that they are stolen. He just put them down on the sidewalk for a minute and a man in a sleigh carried them off. Pencils, paper, pens, all go the same way.

James' deficiencies in the line of apparel are shown up conspicuously when the monthly change of seats takes place. He comes beside a not over-bright but prim little miss with clean hands and face, well cared for hair and a white starched apron. James rises to the occasion and appears in the afternoon with his hair parted and brushed with the only instruments he has, his two hands.

Whence comes this little wail? He lived (rather existed) at number — Dorchester street, away down in the East End of the city. The house was one of two or three dilapidated wooden houses, with no curtains but newspapers at the windows, broken windows stuffed with rags, no oil-cloth in the little entrance, coldness, dreariness, discomfort reign supreme. It is the home of the drunkard. James' missing property has found its way to the pawn shop. Night after night he spends dreading the coming of the uncertain footsteps of his father. He has learnt his cunning in the stern school of necessity. To exist at all he must watch the signs of the times and be ready to make

his escape at a moment's notice, or to fight for his portion of the food that comes so intermittently.

Wronged at home, wronged too often at school, punished for offences that were quite beyond his power to control, using all the energy that his limited food supply gives him to outwit his persecutors and preserve to himself what little comfort he can in a world of great darkness, he spends his few years of school life. Pushed on from class to class without being properly fitted for the new grade, he acquires a reputation among his school-fellows for phenomenal stupidity, whereas his clever attempts at evasion of punishment show him to be a child of no mean natural gifts.

Whither has he gone? What impress of good did his school life make upon him? What did the school do to prepare this child for honorable citizenship? Handicapped from birth by an inherited craving for stimulants which destroy the body, the mind and the will power, what is the teacher doing to stay or turn aside the flood that threatens his destruction?

Fortunate, indeed, are those schools where there are no drunkards' children, rare indeed are they. In all the grades of the school they are to be found in greater or less degree of misery. Not in the city alone, but in the beautiful country, in the district schools of the fairest spots in this province. What are we doing with these children?

It requires the experience of many years to know how to deal wisely with these little ones. It is of these it was said, "Better were it that a mill-stone should be hanged about our necks and we cast into the depths of the sea than that we should offend one of them," and yet often unwittingly, perhaps, we are offending them, demanding of them that which is impossible without much help, punctuality at school, neatly kept books and writing materials, cleanliness of clothes, attention to all the exercises of the school, when the ill-fed bodies reacting upon the mind produce mental depression and an impossibility of sustained effort. It upsets our plans to have such children in our classes, it lowers the standard of the school and gives much more work to the teacher. But it is just these little ones who require the school. Win the confidence of the children, help these also to develop naturally and at the pace their environment demands. Keep books, pens, and

pencils in school for their use, and encourage them to make up by diligence in school hours for their deficiencies in home work. What they need is sympathy and help, not scolding and punishment. When they stay away from school try to win them back. Parents who ill-use their children when under the influence of liquor are often over-indulgent when sober and allow their children to stay away from school for very trivial reasons or for no reason at all. Let us be full of sympathy for these, and remove as far as we can the obstacles that are in their path.

How shall we deal with the parents themselves? A father when intoxicated sent an impertinent message to the teacher by one of his children. The teacher wisely went to the father and talked so reasonably and kindly to him that he apologized and promised never to err in that way again. She might have punished the child and perhaps in this way have made a breach that could never be closed. Instead, she, by kindness, courtesy and withal a sweet reasonableness placed a bridge between that family and herself that will always be safe for crossing.

A teacher once said in reference to cases of this kind that she was not engaged to do missionary work. We cannot help doing it if we are to remain true to our own best selves.

Moral. The teacher should visit the homes of the children to find out what special help is needed by each child.

Editorial Notes and Comments.

—WE would ask the attention of all teachers, kindergarten and others, to the admirable statement by Dr. Harris, of the place and value of the kindergarten in the educational plan.

—BULLYING, tossing in blankets, frightening of children, monitorship, fagging in school games and in other ways are no longer thought necessary instruments for instilling courage into boys. This change has been wrought by a better social sentiment with respect to all things that breathe. Man and beast alike share in this benefit. There is a place in the economy of nature for the timid, retiring, gentle, refined child as well as for the bold, boisterous boy full of animal spirits, who from his very healthfulness and vigor derives strength to successfully combat fear. It is

now recognized that in preserving the sensitive, nervous child we are saving the cream of society. In dealing with children are we careful to distinguish between brute courage and moral courage? Two of Wellington's officers were sent to take a difficult position. The one doubtless of the George Arthur type and the other like Tom Brown or East. The first said to the second, "you are afraid," "yes" replied the other, "I am afraid, and if you had been half as much afraid you would have run away long ago." True courage is shown in facing the danger one fears, and the growth of this sentiment is making life happier for thousands of children.

This is not written in advocacy of a silly, sentimental, mandlin kind of discipline for children. There are certain children who require the training that Henry Ward Beecher received from his teacher in mathematics. The self-reliance that it engendered affected his whole life. He says:

"I was sent to the blackboard, and went, uncertain, full of whimpering."

"That lesson must be learned," said my teacher, in a very quiet tone, but with terrible intensity. All explanations and excuses he trod under foot with utter scornfulness. 'I want that problem; I don't want any reasons why you haven't it,' he would say.

"I did study it two hours

"That is nothing to me. I want the lesson. You may not study it at all, or you may study it ten hours, just suit yourself. I want the lesson."

"It was tough for a green boy, but it seasoned me. In less than a month I had the most intense sense of intellectual independence and courage to defend my recitations.

"One day his cold, calm voice fell upon me in the midst of a demonstration, 'No!' I hesitated and then went back to the beginning; and on reaching the same point again, 'No!' uttered in a tone of conviction barred my progress.

"The next!" and I sat down in red confusion.

"He, too, was stopped with 'No!' but went right on, finished, and as he sat down was rewarded with 'Very well.'

"Why," whimpered I, 'I recited it just as he did, and you said 'No!''

"Why didn't you say 'Yes,' and stick to it? It is not enough to know your lesson. You must know that you know it. You have learned nothing till you are sure. If all

the world says 'No!' your business is to say 'Yes,' and prove it.' "

—I WAS wheeling along a quiet country road the 15th of last August. The schools of this section had opened on that day. Being thirsty I stopped at little white house by the roadside for a drink of water. In course of conversation the lady of the house remarked, "I saw the new teacher. She's an insignificant looking body." A minute later she said, "The teacher is just a mite taller than you, I should say."

The teacher, as the last comer to a place, is an object of great interest. Her personal appearance as well as her teaching ability is subject of conversation. On the whole the interest taken in her is a kindly one. Let us live up to that which is expected of us as teachers. If we have been brought up in the city, let us not look down upon the homely ways of the people around us. Some of the shrewd st remarks on educational matters have been made by the men who wear the honest home-spun.

—THE Editors of the RECORD extend a hearty welcome to the many teachers throughout the Province who are entering for the first time upon the active work of the teacher.

You will need much help, much courage and great determination if your work is to be a success. Above all you will need to think much. Plan your own lessons. Compare your plans with those of other good teachers, but never descend to the use of the cut and dried lesson plans of others. You can buy now-a-days sermons, valedictories or lessons schemes. The form of the lesson scheme may be good (it is usually very mediocre, as the mind that can descend to the selling of such work must be of inferior make), but the lesson will lack the power, will lack the inspiring personality of the teacher herself.

Read and digest at least one good book on education a year. Use what is valuable in the book, but do not take any one book or any dozen books as your educational creed. Think very much more than you read.

We are anxious to help you in your difficulties. Write to us about these. The immortal Kant has said that asking a question well is half way towards the solution of

the question. In the effort to state your difficulties you may find the answer.

With respect to your department out of school, Superintendent A. B. Cole, of Plainville, Mass., gives some excellent advice :

“ At the beginning of the school year there is no reason to doubt that every teacher is brimful of enthusiasm. In fact the teacher who is not, is entirely out of his sphere, and had better resign before a failure rather than after one. There is usually no danger of over enthusiasm, although it sometimes happens that the outpouring is shown in the wrong manner. Artemus Ward said, that the greatest thing about George Washington was that he ‘never slopped over.’ And it is a good thing for us to bear in mind that success comes from determined, yet self-governed, effort

Do not begin by finding fault with your surroundings.

It often happens that a teacher gets the reputation of being ‘stuck up,’ especially in a rural community, simply because in an unguarded fit of despair she gives vent to her feelings that Podunk was the last place created, and she doesn’t know what she is there for. ‘Be it ever so humble there is no place like home.’ So for the sake of peace of mind, never give expression to your feelings unless such expression be one of calm satisfaction.

Be careful of strangers. Treat all courteously, but beyond that hold your peace until you have had an opportunity to size up the community. Many a teacher makes a failure at the start, because she is indiscreet in her associates whom she chooses on short acquaintance in a place. ‘All is not gold that glitters,’ should be remembered by every stranger on entering a new place. We often find those peculiar personages whose delight it is to fasten themselves to the newly-installed pastor, or the ‘new’ teacher, but who stand shabbily among those who know them best. Beware of all such !

Shall you go to church ? Yes, but keep your individual ideas to yourself. Never mind if there is not a church of your creed in the place, swallow your creed and keep it subdued. The minister is hired for his creed ; you are for another purpose.

Be social ? Yes ; but not a gossip. Inquire into no one’s business, and make no comments when a piece of

'news' is confidently related to you. "Be taken" into no one's confidence; and do not promise to keep any secrets that some one may feel compelled to relate to you. Be social, but not what William Hawley Smith would call 'long on gab.'

Have you any political ideas? Keep them to yourself. Do not express any sentiments on either of the two great political parties. In other words, "what you could say with impunity if you were in a place six months, would very likely weigh heavily against you as a new-comer.

Do not flirt. Do not even give people an opportunity to accuse you of it. The old maxim of the cat watching the mouse, might apply to the people watching the new teacher in a rural village.

One should not be seen too much on the street. Act as if you had some business and were attending strictly to it.

Avoid being boisterous, and avoid the company of those who are noisy or uncouth.

The time has arrived when it is no crime for a teacher to ride a bicycle, but this at first should be indulged in with moderation.

Be scrupulously careful of your toilet. Beware of ostentation—large hats and flashy dresses. Do not wear a hat loaded with wings or whole birds, and expect to make much of an impression when you attempt to teach love for birds, and kindness to animals. Let not your own habits be a mockery to your words.

In short for a time keep *yourself* out of public view. Show that you are in your position for work, and not for personal pleasure. Attempt no great reforms. Attend neither card parties nor dances. Have a kind word for everybody who addresses you, and show your most genuine courtesy towards your pupils whom you meet on the street or out of the school-room.

Do not be fussy at your boarding place, but do all in your power to adapt yourself to the environment, and as soon as possible let it be felt that you are one of the family.

Many teachers fail to realize the great power of a little outside policy. Work up the personal popularity by slow but steady degrees, and as the months pass by, little by little, the teacher becomes a power in the community, and his or her silent influence is often felt through several generations."—*The School Journal*.

—THOUGH all wisdom is not to be found in books, yet it is there that the accumulating wisdom of the ages is being stored up. The tendency of the present time, so far as the vast majority of readers is concerned, is not to digest the books containing the wisdom that has been handed down to us by the great thinkers of all time, but to devour a cheap contemporary literature. The teaching profession would rise to be the most influential of the professions were the teachers as a body endued with the spirit of Macaulay or, even if not endued with it, they would strive to emulate his example in regard to reading and thinking. Lord Rosebery in his address on "Bookishness and Statesmanship," gives us in a few words the attitude of that great writer and thinker towards reading.

"On Macaulay's herculean feats as a man of books I dare not dwell. He seems to have reached his climax in India. On his voyage out he had read, he says, 'insatiably the "Iliad" and "Odyssey," Virgil, Horace, Cæsar's "Commentaries," Bacon's "De Augmentis," Dante, Petrarch, Ariosto, Tasso, "Don Quixote," Gibbon's "Rome," Snell's "India," all the seventy volumes of Voltaire," Sismondi's "History of France," and the seven thick folios of the "Biographia Britannica.'" And again, in another account, he says, 'I devoured Greek, Latin, Spanish, Italian, French and English; folios, quartos, octavos and duodecimos.' And after his arrival he sums it all up by saying: 'Books are becoming everything to me. If I had at this moment my choice of life I would busy myself in one of those immense libraries that we saw together at the Universities. I never pass a waking hour without a book before me.' Thus speaks the true man of books."

How small the appetite for literature of the average teacher compared with this! We should resolve to acquaint ourselves with as many masterpieces of the world's literature as possible. How can we lead the children when we have not ourselves explored? Let us read this list again. How many of the books have we read? How many have we digested? How many are only known to us by name? How many are not even known by name? Macaulay read these in a few short weeks. Few of us have Macaulay's powerful intellect, fewer still his indefatigable energy and fewer still his wonderful memory.

Froude in his "Life and Letters" of Erasmus gives us

the admirable advice of Erasmus to a student in regard to reading. "Read first the best books on the subject which you have in hand. Why learn what you will have to unlearn? Why overload your mind with too much food, or with poisonous food? The important thing for you is not how much you know, but the quality of what you know. Divide your day and give to each part of it a special occupation.....Never work at night; it dulls the brain and hurts the health. Remember above all things that nothing passes away so rapidly as youth."

Current Events.

THE annual Convention of the Provincial Association of Protestant Teachers of Quebec will be held in the High School, Montreal, on the 18th, 19th and 20th of October next.

—MRS. Jessup, supervisor of sewing in the New York schools, explained to me the method of manual teaching.

"In teaching the girls to sew," she said, "we must take the natural opportunities offered to teach them other things, and so not lose any of the time of the school. We not only show them how to make seams and stitches and to mend, and what are the warp and woof of cloth, but we write these words on the blackboard and learn to spell them, and construct correct sentences about our sewing, using these words. Yesterday I had a class learning to make running seams. I asked the children what a running seam was, and they told me it was two pieces of cloth put together in a small even seam. I had them explain to me what 'even' meant, and then asked them what we call the stitch put on top of the goods, and they told me it was 'overcasting.' Then we learned that it was called 'overcasting' because it was cast over to keep the edge from raveling. In this way, they begin to see how words are sometimes formed. When we make two tucks, one wider than another, we measure each, and find the difference in the width. When we come to cutting and drafting, the children are better mathematicians than children of their age used to be, and they know what mathematics is for."

"One hour a week is devoted to sewing in all the schools

of New York, for four years, and when a girl has passed through this course, she can not only make and mend all her own clothes, but she has learned a thousand things that make the affairs of the world more intelligible and interesting to her. The girls are frequently asked to write compositions on some point that has been developed in the conversations of the sewing classes. Here is one from a ten-year-old denizen of Baxter Street, whose parents cannot speak English :

GINGHAM AND CALICO.

Gingham and calico are both made of cotton. The cotton plant grows in the southern part of the United States and in other warm countries. After the cotton is ripe it is picked and cleaned and the seeds separated from the cotton by a machine called the cotton gin. After leaving the cotton gin it is packed in bales and sent to different factories, where calico and gingham are made from it. Calico is simply the cotton woven into sheets, then it passes through a machine which prints a pattern upon it.

Before weaving gingham the threads are colored, and more care has to be taken with it because the pattern and finish are made while weaving it. Gingham is, therefore, more expensive than calico, because it requires more skilful hands.

“ It is this method of teaching pupils to think, by leading them from the thing they are interested in to things related to it that makes the acquirement of knowledge as great a delight to the child as it becomes to a man when he is in pursuit of it.—*The New Spirit of Education*, by Arthur Henry, in *Munsey* for May.

—*THE New Zealand Schoolmaster* says:—Just now it is being repeatedly urged that military drill should be a part of the curriculum of every school, and that boys should learn to shoot straight..... At the present time, owing to the great wave of patriotism which has passed over the country, there is a danger lest the question of military drill in the primary school should occupy a too prominent position in the minds of the public. We are by no means adverse to the teaching of military drill in our schools, but we warn the authorities against giving too prominent a position to the subject.

—THE Rev. James P. Whitney, a graduate of Cambridge, has been appointed Principal of Bishop's College, Lennoxville.

—THE Rev. J. T. L. Maggs has been appointed Principal of the Wesleyan Theological College, Montreal.

—CANADA has been awarded the "grand prize" in secondary education at the Paris Exhibition.

—AN extract from the New Code of the Board of National Education states that permission is given in Ireland to teachers who have Irish-speaking pupils and themselves know Irish, to use Irish in teaching English, and to inspectors to use Irish in their examinations.

—THE Minister of Education for Ontario has issued a circular to inspectors of public and separate schools to the effect that, as English is becoming so important from a commercial and national point of view, and as French-Canadian parents, recognizing this, are desirous of having their children taught the English language, commencing with September next persons desirous of becoming teachers of bi-lingual schools shall take a non-professional course corresponding to the public school leaving junior course, and subsequently a professional course at Ottawa. Certificates obtained on this basis will be valid for any school in the province where a French bi-lingual teacher is needed.

—THAT Germany still has faith in corporal punishment as a necessary method of discipline is evidenced by a judicial decision just rendered at the Court in Munich.

'A school teacher,' says the judge, 'has the right to inflict corporal punishment as well on the pupils of his own class as on those of other classes. As pupils are amenable to scholastic jurisdiction even after the school hours are over, they may be punished by the teacher even outside of the school. A clergyman who is giving religious instructions has the same right in this respect as other teachers. Furthermore, the infliction of such punishment cannot be made the basis of a legal action unless it can be shown that the pupil has been really and seriously injured. Such a serious injury would be a wound endangering health or life. Bruises and ordinary abrasions, however, are not to be considered as serious wounds, since marks of this kind are apt to appear wherever punishment is administered.'

—A NOTEWORTHY feature of the work in the High School, Montreal, is the systematic and hygienic gymnasium exercise. The programme on the closing evening this year was indicative, to some extent, of the good work done through the year. The following exercises were gone through: Spring-board work, second preparatory; games, leap-frog, ball-hustle, third preparatory; exercises for busy people, second form; dumbbells, third and fourth forms; Swedish ladders, fourth form; barbells, fifth and sixth forms; apparatus work, horse rings, buck parallels, ladder horizontal bar, third, fourth and sixth forms; pyramids, leaders' class.

The effect of the wholesome physical discipline to which the pupils are subjected is seen in the department of the school as a whole.

On request the Rector of the High School, the Rev. E. I. Rexford, kindly furnished the following statements with reference to the work:

“Mr. Powter has now been with us for five or six years and there has been a steady improvement in our physical work, in the orderly movement of our classes, and in the general physical condition of our boys. We find each year that their regular training shows itself in their carriage, in the improved physical measurements, and in the ease with which they are able to take up the work of our school sports and general gymnastic exercises. We aim to direct the work of the boys in the first place so as to enable them to understand the reason why a particular exercise is given them and we call the members of the class to prescribe exercises which are suitable for correcting certain defects or for developing certain muscles. In the junior classes special attention is given to organized games, so arranged as to bring into play the different muscles and to develop quickness and accuracy in movement. In our senior classes, our games of basket-ball are largely used. A careful record is kept throughout the year, of the number of games won by each boy and of the number of fouls made by each boy, and these are tabulated at the end of the year, and so due prominence is given to the boy who shows special excellence in his work as also to the boy who is careless and is inclined to take unfair advantage in a game.

We find that these yearly summaries of the records have a very beneficial influence on our pupils.”

—THE School Commissioners of Hull are putting up a new Model School to replace the one destroyed in the late fire.

—A SEPTUAGENARIAN STUDENT.—At Warsaw, Russia, a student recently graduated at the ripe age of seventy-five! After passing his matriculation many years ago, lack of funds prevented him from at once proceeding to the university, and he was compelled to work as a tutor for twenty years in order to save money to continue his studies. At the end of that time he presented himself at the Warsaw Medical Academy, and passed the entrance examination with distinction. Before he could begin his studies the Polish rebellion of 1863 broke out, and Borysik, who was not forty-one years of age, threw himself into the movement with all the enthusiasm of a youthful revolutionist. The revolt was suppressed, and Borysik was exiled to Siberia, where for thirty-two years he underwent hard labor in the silver mines. In 1895 he received pardon and returned to Warsaw. In spite of his age and the hardships he had endured, Borysik lost none of his enthusiasm for medical work, and took up his studies where he had left them off in 1863. After a two-years' course this remarkable man has now, at the age of seventy-five, passed the final examination with honors, and will begin to practise in Warsaw.—*London Daily Mail*.

—IN the March number of the *Nineteenth Century* there is a strong plea for drill to keep boys from the street, to inculcate a lotty patriotism and to open a door of escape to them from the growing corruption in school and other sports. The author of the article the Rev. G. Sale Reaney, asks, "Are not some of our sports becoming a menace to our national life? Is not 'professionalism,' with its sordid seeking after 'gate-money' and 'pay' fast degrading sport into a kind of business in which the lowest tricks of the huckster combine with the worst methods of the gambler to rob a healthy recreation of its manliness and fairness?"

Might not drill provide an effective cure for this growing evil, and while teaching boys the first principles of citizen life, guard them from the bad effects of play that ceases to be honourable 'fun and fight' and becomes a cunning speculation and a tempting trade.

The writer suggests that in summer large fields and parks,

and in winter the halls of public schools might be used for drilling purposes. He believes the task to be that of the nation, acting through municipalities and County Councils.

—It is hardly possible to pick up a newspaper without finding therein the details of some heinous juvenile crime. The following article, condensed for public opinion, but written by an inmate of Sing Sing Prison, New York, in the *Star of Hope*, a journal published and edited by prisoners of that institution, is worthy of careful reading:—

After an experience of over ten years of prison life, during which time I have observed many classes of men, have learned their habits of thought and action, and in many cases have sounded the depths of their mental and moral nature, I come to the conclusion that there is a mental environment which far exceeds the street and tenement in the creation of a moral obliquity.

It is one that is scarcely realized by those who place themselves within its baleful influence; and because it is not realized it is tenfold more pernicious than a clearly recognized evil influence would be.

I refer to that class of literature in which the commission of some crime forms the nucleus around which is built a vast structure of dialogue, description, and incident, all cunningly interwoven and producing a realistic effect, through all of which the mind of the reader unconsciously dwells upon that central idea of the crime and the method of its commission.

The reading of one book of that character will make its impression on the brain cells; and it appeals to that element of prehistoric barbarism which lies dormant within all of us, and the reader says, "That was interesting, I'll read another book by that author." He does so, and then he reads another and another, till he gets up an appetite for that class of reading.

When he picks up a newspaper, he reads all the criminal news eagerly. He may not know that he is eager to read such stuff, but he is; else why does he read it first? And when some great crime has been committed, he instinctively feels a kind of satisfaction if the criminal eludes capture. "Ha!" he says, "that's just the way I would have done it if I were he."

Then, again, in some other crime, he reads of the culprit failing or getting caught. If you could listen to his thoughts they would be something like this: "Huh! that fellow was a chump; why didn't he do this the other way; he might have had better sense; I wouldn't have done it that way."

Now, when the unconscious victim of yellow literature reaches this stage he has passed the Rubicon, and he is already a criminal at heart, though he may not have committed any crime against society. He is ripe for crime, though he may not be aware of it himself.

Let the proper combination of circumstance occur, and that man will commit his crime just as certain as a stone will fall if its support be withdrawn. This occurs because his mind has become habituated to the contemplation of crime and its methods.

Newspapers should not be permitted to circulate sensational and detailed accounts of crimes. In a great murder case, for instance, the suspected man is interviewed by reporters; everything he says or does comes out under a big scare head.

The small boys and young toughs regard him as an example to be emulated; every ghastly detail is gloated over by the newspapers, and worked up as a fresh sensation; and it all goes to semi-hypnotize the poor morbid-minded wretched who will some day become a criminal himself as the direct result of the continuous impulses which his mind receives in this direction.

I would suggest to those of our great dailies that are ruled by moral as well as business motives, that, in all matters relating to crime, they should confine themselves to a bare statement of the occurrence. And if the legislature would regulate the publication and sale of cheap trash, such as blood-and-thunder tales, shilling shockers, and the ubiquitous dime novel, they would perceptibly decrease the prison population within ten years.—*Auburn* 24,107.

The teacher has a duty to fulfil in regard to this matter. It is to foster in the child a taste for pure literature.

—It will be of interest to our readers to hear the question of "Free Transportation for Pupils" discussed from the point of view of an American. This question is one which we ourselves will have to face at no very remote date.

At a meeting of the Wisconsin Educational Association, Prof. A. A. Upham, of the Whitewater Normal School, read a thoughtful paper on "Transportation of Rural School Pupils at Public Expense." Prof. Upham cited statistics showing that the cost of carrying children to schools in twelve states, which have laws authorizing such transportation is comparatively small, ranging from \$1.50 per month in Florida, to about \$5 in Indiana and other states. The cost, of course, depends largely on the distance of transportation and the number of students transported. Mr. Upham said: "Wisconsin has a law that permits the use of school money to transport pupils living more than a mile and a half from school by the nearest travelled road. But so far as I can learn there is no organized transportation of pupils, though I understand two counties are contemplating it."

Mr. Upham began by speaking of the decline of the rural school and the need of consolidation. The migration of population is toward the cities. At the beginning of the century 96 per cent. of the population lived in the country, now less than 70 per cent. is left. The rural population of New York has decreased one-third in thirty-five years. One-fourth of the rural schools of that state have less than six pupils each, two-thirds have less than twenty-one. Other states show the same state of affairs. Wisconsin has 183 schools with less than six pupils, 858 with less than eleven, and 3,222 with less than twenty-one each. The new conditions demand new adjustments, and the adjustment is transportation of rural school pupils at public expense, and the consolidation of schools. Other states, eighteen in all, have laws allowing the transporting of pupils at public expense, and twelve are availing themselves of the privilege.

These states have nearly half the population of the United States. Taking the states alphabetically, Prof. Upham gave the nature of the several laws and their results. The statistics were extremely interesting and significant.

BENEFITS OF THE SCHEME.

In summarizing the advantage of free transportation for rural school children Prof. Upham enumerated them as follows:

1. The health of the children is better, the children being

less exposed to stormy weather and avoiding sitting in damp clothing.

2. Attendance is from 50 to 150 per cent. greater, more regular, and of longer continuance, and there is neither tardiness nor truancy.

3. Fewer teachers are required, so better teachers may be secured and better wages paid.

4. Pupils work in graded schools and both teachers and pupils are under systematic and closer supervision.

5. Pupils are in better school-houses, where there is better heating, lighting and ventilation, and more appliances of all kinds.

6. Better opportunity is afforded for special work in music, drawing, &c.

7. Cost in nearly all cases is reduced. Under this is included cost and maintenance of school buildings, apparatus, furniture and tuition.

8. School year is often much longer.

9. Pupils are benefitted by a widening circle of acquaintance and the culture resulting therefrom.

10. The whole community is drawn together.

11. Public barges used for children in the day time may be used to transport their parents to public gatherings in the evenings, to lecture, courses, etc.

12. Transportation makes possible the distribution of mail throughout the whole township daily.

13. Finally, by transportation, the farm again, as of old, becomes the ideal place in which to bring up children, enabling them to secure the advantages of centers of population and spend their evenings and holiday time in the country in contact with nature and plenty of work, instead of idly loafing about town.

In conclusion he said: "We are in the midst of an industrial revolution. The principle of concentration has touched our farming, our manufacturing, our mining, and our commerce. There are those who greatly fear the outcome. There were those who prophesied disaster, and even the destruction of society on the introduction of labor saving machinery. We have adjusted ourselves to the new conditions thus introduced. Most of us believe that we shall again adjust ourselves to the new industrial conditions. The changes in industrial and social conditions make necessary similar changes in educational affairs. The

watch-word of to-day is concentration, the dominant force is centripetal. Not only for the saving of expense but for the better quality of the work must we bring our pupils together. No manufacturing business could endure a year run on a plan so extravagant as the district system of little schools. The question for us to decide is, 'Shall Wisconsin lag behind, or shall she remember the motto on her escutcheon, 'Forward.'"—*Wisconsin Journal of Education*.

Practical Hints and Examination Papers.

PRIZE COMPETITION.

(For regulations see previous numbers of the RECORD.)

The prize for the "Composition Exercise" given in the May number of the RECORD has been awarded to Grade I Elementary School, New Carlisle.

It has been suggested by the Principal of one of the competing schools that the name of the teacher of the class, whose pupils have been successful in the competition, shall be published. This will be done in future unless the teacher sends a written objection.

Owing to delay in the Printing Office, the issue that was arranged for the 15th of June did not appear until the 5th of July. This will doubtless prevent the majority of children taking part in the competition exercise—an exercise that was specially prepared for the summer season, when the children have access to the beauties of nature.

This month the children are asked to put an onion in a bottle of water and draw its appearance on the 1st, 7th, 13th, and 16th days. Or, as an alternative exercise, for children living in the country, they may draw natural size, as many different kinds of birds' nests as they can find. Accompanying the sketches, there must be in relation to the first exercise, a statement of the color change that the onion undergoes, and in relation to the second, a statement as to the material of which the nest was made and a suggestion as to the kind of bird to which it belonged.

OUTLINE OF A COURSE IN BOTANY.

By Miss CARRIE M. DERICK, M.A.

It is generally recognized that Botany is inadequately taught in many of our public schools, especially in the

country, where conditions should make the subject very popular. A lack of scientific training on the part of teachers, insufficient time, difficulty in obtaining proper material, and the want of equipment are generally given as reasons for unsatisfactory results. The following suggestions are made which presuppose very little; and, as they are the result of several years' experience, both in country and in city schools, it is hoped that they may be of some little value to teachers of elementary botany.

Nothing is here required of the teacher except an ordinary training, a willingness to read a few modern books, a desire to know the plant-world, and a wish to inspire children with a love of nature. Greenhouses, gardens, and microscopes are unnecessary. One hour and a-half a week during two school years would give sufficient time for the lessons, though longer excursions might be made with profit. The course covers the same ground as Groom's Elementary Botany. It is recognized that both the text-book and the suggested outline are far from perfect, but the ideal may be approached by a teacher who makes excursions, experiments, and oral lessons the means of instruction, using the text-book as a mark of reference and an aid in reviewing.

Before giving a synopsis of the proposed courses, a few hints as to methods may be pardoned. They can lay no claim to originality and are even trite, but their importance seems to justify their repetition. For the sake of conciseness these will be given as a list of rules.

1. Treat of plants as living beings, emphasizing function and relation to environment rather than form.
2. Give dry details in regard to variation in the form and arrangement of parts incidentally, when teaching the characteristics of plants and of families.
3. When necessary, introduce new terms, but only as convenient symbols of ideas already gained.
4. Allow the pupils to make no use of the text-book, except for reference, and as a summary of truths experimentally ascertained.
5. Make frequent excursions, examining plants under natural conditions, noticing variations, modifications and adaptations to environment.
6. At first tell pupils the names of plants. After familiarity with the distinguishing characteristics of the more

important families and genera has been attained, the detailed analysis of plants and the determination of specific names with the aid of a manual may be undertaken with profit.

7. Present the various parts of the subject to pupils "according to season," leaving the systematic arrangement and summarizing of facts for review.
8. Read at least one new work on botany every two years, thus preventing the perpetuation of obsolete ideas, such as "all the parts of the flower are modified foliage leaves," "the transfer of pollen to stigma is an act of fertilization."

Assuming approval of the foregoing rules, the following outline of a two year's course in botany is proposed:—

FIRST YEAR.

I. September.

1. Teach the parts of a typical plant using some simple herb, such as a late buttercup, St. John's-wort, shepherd's purse. Lay especial emphasis upon the vegetative organs, giving little in regard to the flower except the fact that it exists solely for the purpose of producing seed.
2. Treat briefly the functions of roots and of stems.
3. Discuss the functions of leaves, emphasizing the various ways in which they are adapted to the performance of their work.

II. October and the first of November.

1. Treat of fruits and seeds, giving especial attention to contrivances which assist in their dispersal. Apples, pears, plums, grapes, haws, rose-hips, capsules of the pansy, the winged fruits of the elm, the ash and the maple, burrs, beggar's tick, and thistle-down are good illustrations of various methods of scattering fruits; and milkweeds, willow-herbs, pine-cones, and the capsules of habeneria may be used for lessons about the dispersal of seeds.
2. Discuss preparation for the winter:—
 - a. Buds, bulbs, underground fleshy stems, and fleshy roots.
 - b. The change of colour in leaves.
 - c. The fall of leaves.

III. November and December.

Treat of the conifers, discussing their "evergreen leaves."

Teach pupils to distinguish the commoner species, by noting the form and arrangement of their leaves and cones. The pines, spruces, hemlock, balsam fir, arbor vitae are easily obtained. The larch, a conifer with deciduous leaves, should be compared with the evergreen species.

IV. January.

1. Continue the study of the conifers, if necessary.
2. If there is time, plant various kinds of seeds in window-boxes for the purpose of teaching germination.

V. February.

Teach the successive steps in the germination of seeds and the development of plantlets. Drawings, which are most valuable in every science lesson, should be made by the pupils of every stage in the growth of the young plants.

VI. March.

1. Continue the consideration of germination and growth.
2. Cut branches from various trees and shrubs, such as the horse-chestnut, the cherry, the apple, the poplar, the pussy willow and the lilac; place them in water in a warm sunny window; and cut a little from the lower end of each branch and renew the water, daily. The buds will swell and finally unfold, furnishing excellent material for lessons preliminary to the early spring excursions.

VII. April.

1. Discuss buds and their unfolding.
2. Treat briefly of the flow of sap.
3. Notice the blossoming of willows, maples and other trees.

VIII. May and June.

1. Gather and examine the early flowers; the important characteristics of the Ranunculaceæ, Papaveraceæ, Cruciferae, Caryophyllaceæ, Rosaceæ and Liliaceæ can easily be taught at this time.
2. Emphasize adaptations to the conditions of light and of temperature and adaptations to insect-pollination.

- 3 If the teacher wishes to do so, pupils may be taught to make an herbarium and to identify plants with the aid of a manual. It is possible, however, to leave this work until the following year.
4. Ask pupils to keep records of the phenomena they observe during the summer holidays, noting especially the habits, the homes, and the insect-visitors of plants.

SECOND YEAR.

I. September and October.

1. Teach the characteristics of the following families, which contain autumn-flowering species:—Orchidaceæ, Euphorbiaceæ, Umbelliferæ, Convolvulaceæ, Solanaceæ, Boraginaceæ, Labiatæ, Scrophulariaceæ, and Compositæ. In treating of these, discuss fully the purpose of each peculiarity, such as the arrangement of leaves, the presence or absence of hairs, wax, thorns, tendrils, the form, odour and marking of flowers; the form, colour and appendages of fruits and seeds.
2. Treat more fully than in the previous year preparations for the winter. Examine bulbs such as those of some lily, and the underground stems of plants like the trillium in detail, noting the presence of the leaves and flowers of the next year.
3. Teach the differences between underground stems and roots and distinguish between the various kinds.

II. November.

1. Enlarge upon
 - (a.) The change of colour and form of leaves.
 - (b.) The various kinds of buds, and variations in their position.
2. Teach the differences between herbs, shrubs, and trees, also between annuals, biennials, and perennials.

III. December.

1. Teach the differences between endogenous and exogenous stems.
2. Give a series of lessons on the kinds of stems and the types of branching.

IV. January and February.

1. Germinate seeds, distinguishing between monocotyledonous and dicotyledonous seeds, and note variations in the development of plantlets.

2. Perform experiments with seedlings teaching the main facts in regard to nutrition, respiration, and transpiration.

V. March.

1. Discuss fully root-pressure, the flow of sap, and the unfolding of buds.
2. Examine the inflorescences of the gymnosperms.

VI. April, May and June.

1. Treat in the same way as was suggested for autumn-flowering plants the Cupuliferæ, the Salicaceæ and the Araceæ.
2. Familiarize pupils with the following families:—
Violaceæ, Malvaceæ, Geraniaceæ, Oxalidaceæ, Papilionaceæ, Primulaceæ, Caprifoliaceæ, Amaryllidaceæ, Tri-daceæ, Graminaceæ.
3. Review and summarize the work of the two years, using the text-book if convenient.

In closing a few books may be recommended as especially useful to teachers in academies and high-schools.

A Text-Book of Botany, by Strasburger, Noll, Schenck and Schimper, translated by Porter. The Macmillan Co., New York.

Elementary Plant Physiology, by MacDougal. Holt & Co., New York.

Lessons in Plants, by Bailey. Macmillan Co.

Insectivorous Plants, by Darwin.

Cross and Self-Fertilization in the Vegetable Kingdom, by Darwin.

The Natural History of Plants, by Kerner and Oliver. Holt & Co.

The Teaching Botanist, by Ganong.

Elementary Botany, by Atkinson. Holt & Co.

Plant Relations, by Coulter. Appleton & Co.

THE SAYINGS OF CHILDREN, WISE AND OTHERWISE.

—A LITTLE girl, who was trying to tell a friend how absent-minded her grandpa was, said: "He walks about, thinking about nothing, and, when he remembers it, he then forgets that what he thought of was something en-

tirely different from what he wanted to remember."—*Current Literature*.

—THE minister, with his little son, Charles, was calling on an old parishioner, who poured her troubles into his sympathizing ear, ending with the remark, "I've had my nose held to the grindstone for thirty years." Charlie, who had been looking intently at the old lady, instantly remarked, "Well, it hasn't worn the mole on the end of it off yet."

—THE superintendent of a Sunday-school was one afternoon explaining the story of Elijah and the Prophets of Baal—how Elijah built an altar, put wood upon it, and cut a bullock in pieces, and laid it upon the altar. "And, then," said the superintendent, "he commanded the people to fill four barrels with water, and to pour it over the altar, and they did this four times. Now I wonder if any one can tell me why all this water was poured over the bullock upon the altar?" There was silence for a few moments, and then one little boy spoke up: "Please sir, to make the gravy."

—THE teacher is sometimes caught by the sharp boy of the class. The master was asking questions—masters are apt to ask questions, and they sometimes receive curious answers. The question was as follows: "Now, boys, how many months have twenty-eight days?" "All of them, sir," replied a boy in the front.

That quick wit is not confined to cities was proved last spring by a young woman who was rambling along one of our roads. She was dressed smartly; and, when she met a small, bare-legged urchin carrying a bird's nest with eggs in it, she did not hesitate to stop him. "You are a wicked boy!" she said. "How could you rob that nest? No doubt the poor mother is now grieving for the loss of her eggs." "Oh, she don't care," said the boy, edging away. "She's on your hat!"—*Cape Ann Advertiser*.

—HE STUDIED HIS PUPILS.—Dr. Edward Thring, next to Arnold of Rugby, was considered to be the most successful teacher of boys in England. The duller the lad, the more anxious was Dr. Thring to take him in hand and develop him.

On one occasion, a despairing father brought his son to him.

"John must do everything his own way," he said. "He opposes his teachers, his school-fellows, me, in everything. He will not take it for granted that twice two are four until he has counted for himself."

"John is in a more hopeful condition than the 'amiable boy, who always goes with the crowd,' said the shrewd teacher, "provided he has common sense enough to find out some time that he is not infallible."

After two years, the father went again to Dr. Thring.

"What miracle have you worked upon John?" he asked. "He is happy, affectionate and sensible."

"I taught him how to lead, and suffered him to be a leader," was the reply. "Boys are like sheep. One finds the path, the others follow. The masterful, strong boy can be trained into a wise captain. It is the weak lad who always copies his fellows that is not worth drilling."

The theory of this famous teacher is more worthy of attention, because education too often treats boys and girls in the mass, neglecting individual development. Dr. Thring, by careful attention to boys of peculiar character, has given to the England of to-day some of its most useful men.—*Youth's Companion*.

—SOME of our best teachers complain that the present arithmetical methods tend to give speed at the expense of accuracy, and that this is due to an improper use of sight tests and mental arithmetic. Understanding of the work comes first, then accuracy in working, and last of all speed.

—REMINDEES FOR TEACHERS.—The child should be taught how to observe, not the observations of others where object lessons are concerned.

In our eagerness to grasp some new teaching method, we are apt to undervalue those that have become familiar to us through long usage. At the present time, this is especially true in relation to the interpretation of the thoughts of others couched in somewhat difficult language. In assigning lessons for home work, some years ago, the usual method was to say to a child: "Take from this word to that." The child was required to state next day what the subject or topic of the lesson was. Now, before a lesson is assigned, it is picked to pieces and explained so thoroughly that the child does not trouble himself to examine the "select language of literature" in which the lesson is

written, but contents himself with giving back to the teacher the "baby language" in which the lesson was presented to him. This is one reason why our children are not learning English. The last stage in the plan of a lesson is the expression of the new ideas in good forceful English. Do we fail to reach this last step?

To attain the goal of knowledge, the child must get sensations through the hand, the eye, the ear, etc., must perceive, or make mental note of sensations, must attend to the perceptions—this attention leads to observation,—must compare the objects observed and finally classify them.

The child is eager to know and to do. The teacher must see that the knowledge obtained is arranged in a logical, orderly way, and that the doing becomes in the end systematic and correspondent to the laws of orderly thought.

It is a good idea to have a very interesting lesson first thing in the morning, so that the tardy children may be encouraged to come early.

Never use the best work of the school as punishment work. English literature is by some teachers reserved for such purposes. What a pity!

Scolding is of no use. Serious, earnest conversation with a child is of great benefit to him.

See that the child is not pushed forward too quickly.

Private reproof is better as a general rule than public reproof.

—ATHLETICS AND BRAIN WORKERS.—Brain workers and those who lead sedentary lives are unwise in attempting to become general athletes. That sort of athletics is best which (1) is free from serious danger to life or limb; (2) is natural and pleasing to the individual taking it; (3) promotes a healthful flow of blood through every portion of the body, the more equally the better; (4) is regular as is the hour for meals and sleep; (5) permits cheerful companionship; (6) does not seriously disturb the ordinary duties of life. In short, those athletics are best for the student which are subordinated to his work as a student and the part he expects to take in after life. Baseball, football, lawn tennis, as friendly games for simple exercise, are well enough, but when entered into "to beat" they sadly lack the features needful to commend them to the thoughtful physician.—*American Lancet*.

—READ what the great historians have said with reference to important events in history. Yes, and read to the children too.

—IF we could in some way or other persuade the children to read the books that are truly worth reading we should confer a lasting blessing upon them and in time revolutionize society.

—A LIBERAL EDUCATION.—How priceless is a liberal education! In itself what a rich endowment! It is not impaired by age, but its value increases with use. No one can employ it but its rightful owner. He alone can illustrate its worth and enjoy its rewards. It cannot be inherited or purchased. It must be acquired by individual effort. It can be secured only by perseverance and self-denial. But it is as free as the air we breathe. Neither race nor nationality nor sex can debar the earnest seeker for its possession. It is not exclusive, but inclusive in the broadest and best sense. It is within the reach of all who really want it, and are brave enough to struggle for it. The earnest rich and worthy poor are equal and friendly rivals in its pursuit, and neither is exempted from any of the sacrifices necessary for its acquisition. The key to its title is not the bright allurements of rank and station, but the simple watchword of work and study. A liberal education is the greatest blessing a man or woman can enjoy, when supported by virtue, morality and noble aims.

—*President McKinley.*

—“WE teach boys to be such men as we are. We do not teach them to aspire to be all they can. We do not give them a training as though we believed in their noble nature. We scarce educate their bodies. We do not train the eye and the hand. We exercise their understandings to the apprehension and comparison of some facts, to a skill in numbers, in words; we aim to make accountants, attorneys, engineers, but not to make able, earnest, great-hearted men. The great object of education should be commensurate with the object of life. It should be a moral one; to teach self-trust; to inspire the useful man with an interest in himself; with a curiosity touching his own nature, to acquaint him with the resources of his mind, and to teach him what there is in all his strength, and to inflame him with a piety toward the Grand Mind in which he lives.”—*Emerson.*

—OUR readers will be interested in a criticism of the subject, "What is Nature Study," an article which appeared in the last issue of the RECORD. This criticism is by J. Liberty Tadd, the author of a recent and admirable work on "New Methods in Education,"—a plea for closer connection between the child and the thing, in drawing, modelling, manual training and nature study. Special features of this book are the exercises for obtaining ambidexterity and the correlation of drawing with other studies.

Mr. Tadd says of the article quoted last month: "I seriously doubt if this is the way. I question if they see the thing simply by looking at it. I question if in this way they can comprehend and explain its structure and its meaning. Many teachers have been following this method for years, and even adults in Normal Schools have been doing it for a series of years, but I fail to find much product or result. If simply looking at things will accomplish this, why is it that so few people, suddenly asked whose head is on a two cent stamp, can answer correctly? Are not stamps seen and handled often? I have tried this and other experiments on thousands of teachers for many years, and I know people do not learn or see by simply looking.

I find that even looking at and handling things all their lives, will not enable some people to know the shape of the most familiar forms. Take a common spoon for instance. Not one in fifty can give a sure answer as to how its handle curves, up or down. I do not mean that they should be able to make a drawing of it, but they should be able to know exactly how it bends. From the concept that they have, or have had, of the spoon in their minds for perhaps years, not one among fifty will answer this correctly. Try it and see. The same is true of the shape of the most familiar tools. I can take people and prove that they do not begin to know the shape of their own most familiar hammer or saw handle.

Capacity of this kind, accurate observation, can only be made automatic and useful, by art methods, by practical esthetics, by organized impressions repeatedly and systematically performed until the mind takes in the desired percepts and can form the concepts." This, in short, means seeing and then trying to reproduce on paper, on the blackboard, in clay, in wood or other material, and correcting false observation and memorizing valuable forms.

It will be seen by comparing the statements of the author of "What is Nature Study," and those of Mr. Tadd, that they are nearly one and the same thing.—*Ed.*

—We slightly alter a statement of Miss Willard's, "A teacher too busy to take care of his health is like a mechanic too busy to take care of his tools."

—A SUGGESTIVE COMPOSITION EXERCISE.—Allow the children to fill in the blanks with appropriate words.
 — prevailed on —. — prevailed with —. — prevailed over —. — perished of —. — perished with —. — relieved from —. — relieved of —. — dislike to —. — dislike of —. — accord with —. — accord to —.

—THE following exercise was given to a class of boys. On the blackboard were written these headings:—

No.	Subject.	Author.	A favorite extract.
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The children were asked to select from their readers (after the book had been read through once) the pieces that they liked best to the number of ten and to fill in the above scheme.

The only boy who omitted an extract from Sir Walter Scott was one whose own name was Scott. The favorite authors were Scott, Montgomery and Fenimore Cooper. On the whole the favorite extracts were very good, being of a forceful rather than a sentimental character and leaning towards adventure and war. In several instances the metre of the line seemed to be the attraction for the child.

Official Department.

DEPARTMENT OF PUBLIC INSTRUCTION,

QUEBEC, Friday, May 18th, 1900.

On which day the regular quarterly meeting of the Protestant Committee of the Council of Public Instruction was held.

Present:—The Reverend Wm. I. Shaw, D.C.L., LL.D., in the chair; George L. Masten, Esq.; Professor A. W. Kneeland, M.A., B.C.L.; the Reverend A. T. Love, B.A.; the Right Reverend A. H. Dunn, D.D., Lord Bishop of Quebec; Samuel Finley, Esq.; H. B. Ames, Esq., B.A.; Principal W. Peterson, LL.D.; W. S. McLaren, Esq.; W. J. Watts, Esq., Q.C., M.P.P.; Gavin J. Walker, Esq.; the Reverend E. I. Rexford, B.A.; S. P. Robins, Esq., LL.D.; John Whyte, Esq.; James Dunbar, Esq., Q.C., D.C.L.; E. W. Arthy, Esq.

Justice Lynch apologized by telegram for his unavoidable absence.

Prayer was offered by the Reverend E. I. Rexford.

The minutes of the last meeting were read and confirmed.

The Secretary reported upon the state of business.

A letter of thanks from Dr. Hencker for the resolution passed by the Committee on his retirement was read.

The Secretary read the reports of Inspector Kerr and ex-Inspector Lyster upon the proposed division of the Gaspé district of inspection into two equal parts.

It was moved by Mr. Whyte and seconded by the Reverend Mr. Love, that this Committee recommend to the Lieutenant-Governor in Council the division of this district into two equal parts, and the appointment of an additional inspector, who shall receive half the salary now paid to Inspector Kerr.—Carried by the casting vote of the Chairman.

A letter from the Central Board of Examiners was read in which it was recommended that the applications of Miss Frances R. Angus, B.A., Miss Alice Murray, B.A., and Miss Hutchison, B.A., for academy diplomas, regulation 22, b., be granted. The recommendation was approved, and it was ordered that diplomas be issued accordingly.

No action was taken upon another letter from the Central Board, which, in referring to the application of Miss Gunliffe for a special diploma in cookery, recommended that the Protestant Committee make some provision by regulation for diplomas for specialists.

Mr. Love read a report on behalf of the sub-committee *re* Normal School finances, and Dr. Peterson reported on behalf of the Normal School Committee. After discussion the sub-committee retired to interview the Government,

and upon return reported that the Government appeared ready to give an additional grant of three thousand dollars per annum to the Normal School.

The sub-committee was instructed, in co-operation with the members of the Normal School Committee who were present, to prepare details for the expenditure of this three thousand dollars and to report to the Committee after recess. The sub-committee reported as follows:—

This sub committee recommends the following distribution of the additional grant of three thousand dollars in aid of the McGill Normal School.

1. For three additional assistants in the model schools, so as to give the heads of the schools more free time for supervising student teachers of the Normal School, \$1,000.

2. For additional help for Dr. Robins, in order that he may devote his whole time to the training of pupil teachers in the practical work of teaching and to the work of administration, and that Miss Robins be appointed for this purpose at a salary of \$850.

3. It recommends that the salaries of the Normal School staff be increased as follows:—

Dr. Robins	from \$2,400 to \$2,600
Professor Kneeland	“ 1,500 “ 1,700
Madame Cornu	“ 750 “ 850
Head of Boys' School	“ 1,000 “ 1,300
Head of Girls' School	“ 700 “ 800

4. That the balance be used for special work by experts, \$250. Total \$3,000.

This report was adopted by unanimous vote.

It was moved by Dr. Peterson, and seconded by Mr. Finley, that the salary of Dr. Robins be increased by two hundred dollars in addition to the increase just provided for, the sum allowed for special work to be diminished accordingly.—Carried.

Moved by Mr. Rexford, seconded by Mr. Masten, and unanimously resolved:—That, in the opinion of this Committee, it is expedient that out of the share coming to Protestants of the \$50,000 granted under 60 Vict., c. 3, the sum of three thousand dollars per annum be permanently appropriated in aid of the McGill Normal School, and be devoted to purposes approved from time to time by this Committee.

A sub-committee, consisting of the Chairman, convener; Dr. Peterson, Mr. Finley, Mr. Rexford and Mr. Love, was appointed to consider applications for Normal School positions, and to report at an adjourned meeting to be held in Montreal on the 12th day of June next.

A letter from Dr. George Hodgins, Toronto, in regard to the decoration of school-rooms, was presented by the Chairman.

It was moved by Dr. Robins, seconded by His Lordship the Bishop of Quebec, and resolved:—That this Committee cordially approves the recommendations of Dr. Hodgins for the adornment of school-houses with suitable pictures, illustrative of the history of the Empire and of the Dominion of Canada in particular.

On application of Mr. W. J. Messenger, of Valleyfield, for inspection of the elementary school in Valleyfield in connection with the academy, it was resolved to instruct the Inspector of superior schools to visit this school and schools similarly situated.

The list of deputy examiners for the June examinations, who have been recommended by the various school boards, was submitted and approved.

Reverend Mr. Rexford, Reverend Mr. Love and Mr. Ames were appointed on the sub-committee to prepare for the distribution of the superior education fund at the September meeting, the Chairman and Mr. Arthy being *ex-officio* members.

Letters from McGill and Bishop's were read announcing the termination of the present arrangements between the Universities for carrying on the A. A. examinations. In both cases offers were made to co-operate with the Committee under a new scheme for conducting these examinations. After discussion the following suggestions from McGill University were adopted:—

1. "That the work be done under the superintendence of the recently constituted Matriculation Board of McGill University. This Board consists of the following gentlemen: the Principal, the Deans of the various Faculties, Prof. Chandler, Dr. Ruttan, Prof. Moyse, Dr. Colby, Prof. Carter, Dr. Eaton, Dr. Gregor, Dr. Harrington, Dr. Adams, Prof. Penhallow, Prof. Cox, Mr. Tory and such members of the staff or graduates of the University as may

be appointed by the Corporation to act as examiners. Prof. Chandler and Mr. Tory joint secretaries. To the above the University would be prepared to add Mr. Parmelee, to represent the Council of Public Instruction, and also certain members of the teaching staff of Bishop's College."

2. "That McGill University be represented at the Grade 2 Academy Examinations by one examiner in mathematics and one in English. The examinations to be held at Quebec or Montreal, as may be decided in the future."

3. "That the course of study be as follows, subject to emendation from time to time, as may be arranged between the Corporation of McGill University and the Protestant Committee."

The course of study, practically unaltered, was filed.

The Chairman reported that he had carefully examined the system of moral instruction by Dr. Harper, so far as prepared, and had found it admirable in design. It was resolved to submit the matter to a sub-committee consisting of the Bishop of Quebec, convener; Dr. Shaw, Judge Lynch and Mr. Love.

The Secretary was instructed to send Dr. Harper's "Empire Day Booklet" to Judge Lynch for examination and report.

The sub-committee on June examinations made a report concerning arrangements for the next examination, which was adopted. The sub-committee was continued, with instructions to fill vacancies on the staff of assistant examiners, should any occur before the examination.

The interim report of the Inspector of superior schools was submitted, along with an analysis of it, which had been prepared by the Chairman. The Secretary was instructed to write to certain school boards regarding school matters mentioned in the report.

The sub-committee on text-books reported that it had examined Goltman's Manual of Practical Book-keeping, but that it could not recommend the book for authorization. The sub-committee recommended that an approved list of school apparatus be prepared to accompany the list of authorized text-books.

The report was adopted.

The Secretary read a report of his visits with Inspector Hewton to South Durham, Richmond, Danville and Lennoxville.

The June examination papers, prepared by the Inspector of superior schools, were laid on the table.

The Reverend Elson I. Rexford gave notice of motion as follows:—

“That, in the opinion of this Committee, the increased amount of work required from our superior schools renders it necessary to increase the number of years covered by the course of study of superior schools.”

“That the superior schools be notified that after the year 1900-1901 the course will be arranged so as to have grade one model follow grade 4 elementary instead of overlapping it as at present.”

FINANCIAL STATEMENT.

1900.

Receipts.

Feb. 23—Balance on hand.....\$ 1,487.95

Expenditure.

Mch. 7—G. W. Parmelee, salary.....	\$ 62.50
“ 13—J. M. Harper, salary.....	300.00
“ —J. M. Harper, expenses to examine school grounds.....	40.00
May 8—Chronicle Printing Co., printing.....	12.00
“ 17—Balance on hand.....	1,073.45
Total	<u>\$1,487.95</u>

Special Account.

Mch. 3—City Treasurer of Montreal.....\$ 1,000.00

Contra.

Mch. 7—Dr. S. P. Robins for Normal School.....\$ 1,000.00

Audited and found correct.

(Signed) WILLIAM I. SHAW,
Chairman.

The rough minutes were read.

The meeting then adjourned to meet in Montreal, on June 12th, at 10 a.m., it being agreed to hold the next quarterly meeting in Quebec, at 9.30 a.m. on the last Friday of September, or earlier if called by the Chairman.

G. W. PARMELEE,
Secretary.

McGILL NORMAL SCHOOL,

MONTREAL, June 12th, 1900.

On which day an adjourned meeting of the Protestant Committee of the Council of Public Instruction was held.

Present:—The Reverend William I. Shaw, LL D., D.C.L., in the chair: Professor A. W. Kneeland, M.A., B.C.L.,; S. Finley, Esq.; H. B. Ames, Esq., B.A.; Principal W. Peterson, LL.D.; W. S. Maclaren, Esq.,; Gavin J. Walker, Esq.; the Reverend E. I. R xford, B.A.; Principal S. P. Robins, LL. D. and E. W. Arthy, Esq.

Apologies for absence were submitted from the Lord Bishop of Quebec, Reverend A. T. Love, B A, Dr. C. L. Cotton, M.P.P., and the Hon. Justice Lynch, D.C L.

Upon the report of the Secretary to the effect that the limits of the new inspectorates provided for at the last meeting should be clearly defined, it was resolved that Gaspé County, with the townships of Cox, Hope and Port Daniel, in Bonaventure County, from one district, and that Bonaventure County, with the exception of these three townships, form the other.

The Secretary was instructed to submit to the sub-committee on text-books the following books for examination and report:

McMillan's Word Building Books.

McMillan's Introduction to English Poetry.

Silver, Burdet & Company's Stepping Stones to Literature.

Gregory & Simmons' Introduction to Physics.

La Méthode Ingres.

Dr. Peterson drew attention to the inadequacy of the present grant of \$200 per annum, which is made by this Committee to aid in defraying the expenses of the A. A. examinations, and gave formal notice that he would ask for an increase to, say \$500, at the next meeting of the Committee.

The sub-committee which had been appointed to consider applications for Normal School positions reported progress, whereupon it was resolved that this Committee hereby recommend to the Lieutenant-Governor in Council the appointment of Mr. E. Montgomery Campbell, B.A., as headmaster of the Boys' Model School, at a salary of \$1,300 per annum, the appointment to date from the first day of August, 1900.

Various communications were read and held over till the next meeting.

There being no further business, the rough minutes were read and the meeting adjourned.

GEO. W. PARMELEE,
Secretary.

NOTICES FROM THE OFFICIAL GAZETTE.

DEPARTMENT OF PUBLIC INSTRUCTION.

Erection of a new school municipality.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 23rd of June, 1900, to detach from the school municipality of the parish of Sainte Anne de Sorel, county of Richelieu, the territory hereinafter described, to wit: starting from the upper end of the limits of the town of Sorel to Nos. 151 and 200 inclusively, of the cadastre of the parish of Sainte Anne de Sorel, and to erect it into a distinct school municipality by the name of "Sainte Anne de Noue."

This erection will take effect on the 1st of July, 1900.

Erection of a new school municipality.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 23rd of June, 1900, to erect into a distinct school municipality by the name of "Village de Notre-Dame de Pierreville," in the county of Yamaska, the following territory, to wit:

1. The island known by the name of "Ile Saint Joseph," comprising the lots described on the official plan and book of reference for the parish of Saint François du Lac, county of Yamaska, as No. 886 included and going up to No. 898 included.

2. The lots hereinafter mentioned, situate in the Ile de l'Eglise, in the parish of Notre-Dame de Pierreville, formerly Saint Thomas de Pierreville, from No. 1062 inclusively and going up to part of lots Nos. 1145, 1141, 1148 and 1128 exclusively, lots Nos. 1152, 1153 and 1163 being included, and moreover two arpents in width in front by the depth to be taken off the west side of lot 1061.

3. The lots hereinafter mentioned, situate in the concessions of the Chenal Tardif, of the said parish of Notre-Dame de Pierreville, formerly Saint Thomas de Pierreville, to wit : the lots described on the said plan and book of reference of Saint Thomas de Pierreville, from lot Nos 371 and 373 included, to lot 364 included, going downwards, which said territory above described and such as it appears on the official plan of the parish of Saint Thomas de Pierreville, in the said county.

This erection will come into force on the 1st of July, 1900.

Erection of a new school municipality.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 23rd of June, 1900, to detach the following lots from the school municipality of Sainte Agnès de Ditchfield, county of Beauce, to wit : lots Nos. 1, 2, 3 and 4 of the first range of the township of Ditchfield, and lots Nos. 61, 62, 63, 64, 65 and 66 of the second range of the township of Spaulding, county of Beauce, and to erect them into a distinct school municipality by the name of "Village of Sainte Agnès," in the said county of Beauce.

This erection is to take effect on the 1st of July, 1900.

Appointment of a school commissioner.

His Honor the Lieutenant-Governor has been^e pleased, by order in council, dated the 23rd of June, 1900, to re-appoint the Venerable Lewis Evans, D.C.L., school commissioner of the Protestant schools for the city of Montreal, his term of office having expired.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 28th June, 1900, to revoke the order in council No 288, of the 7th of June, 1900, erecting the school municipality of Sainte Sabine, counties of Missisquoi and Iberville.

Erection of a new school municipality.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 28th of June, 1900, to erect into a separate school municipality, for Protestants only, by the name of "Protestant School Municipality of Shawbridge," in the county of Terrebonne, the dissidents of Saint Jérôme, Saint Sauveur, and of Saint Hipolyte, in the said county of Terrebonne.

Erection of a new school municipality.

His Honor the Lieutenant-Governor, has been pleased, by order in council, dated the 28th of June, 1900, to detach from the school municipality of Saint Hyacinth the Confessor, county of Saint Hyacinth, the village of Saint Joseph, with the limits which are assigned to it by the proclamation of the 26th September, 1898, with moreover, the following cadastral lots of the said parish of Saint Hyacinth the Confessor, to wit: Nos 192, 193, 194, 195, 196, 197, 198, 199 and 200, as also the lots Nos. 319, 320, 321, 322, 323 and 324, of the said cadastre of Saint Hyacinth the Confessor, and to erect this territory into a distinct school municipality by the name of "Village of Saint Joseph."

This erection is to take effect on the 1st of July, 1900.

Rectification of boundaries of a school municipality.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated 28th of June, 1900, to rectify and define the limits of the school municipality of "Maniwaki," county of Ottawa, as follows, to wit: all the township of Maniwaki, with the boundaries assigned to it as such township.

Part of the township of Kensington, in the same county of Ottawa, to wit: from and including the lot No 19, to lot No. 49 inclusively, of the 1st range of the said township of Kensington.

Also, part of the township Egan, in the said county of Ottawa, to wit: all the lots in range A, and the lots Nos. 1 to 7 inclusively, in range I, as also lots Nos. 1 and 2 in range II, of the said township Egan.

This rectification of boundaries is to take effect on the 1st of July, 1900.