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THE
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Articles: Original and Selected.

COLLEGE DISCIPLINE.*

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Both the words which go to form the title of this paper are very interesting in their derivation and history, and both admit of a variety of meaning. We have all, for example, heard of the "Marshalsea Colledge," of which Mr. Dorrit was so famous a member, and in that connection we find that colledge is an equivalent for "debtor's prison": in a town of Western England a court, or collection or row of houses, sometimes double, sometimes single, with a narrow footway at right angles to the street, is called a colledge, and these colleges are crowded like the "wynds" of Edinburgh. The word "colledge" is often used of guilds or corporations, as the Herald's Colledge, Colledge of Physicians or of Cardinals.

The following definition has been given of "colledge":—"An endowed and incorporated community or association of students within a university." This I take to be an imperfect definition, as I hold the essence of a colledge to be not the collection of a body of students but the collection of teachers and taught; both divisions being necessary and

* A paper read at the 34th Annual Convention of the Ontario Educational Association in Session with the Dominion Educational Association.

complementary. A voluntary association for the purpose of self-culture cannot be called a college from the point of view of this paper ; as, for example, a correspondence class or Chautauqua circle. The college I mean must not only have teachers and pupils, but must be collected together either for purposes of tuition or residence, or both, and hence the corporate body of persons involved in the idea of college requires the institution of a house founded for the accommodation of the associated persons whose object is learning or teaching. College suggests university. A college and a university are by no means convertible terms. The origin of the colleges in such universities as Oxford and Cambridge was in great measure that they were founded to afford food and lodging to poor students, they were more what we should now call hostels at first. As colleges, they did not at first subject their inmates to regular discipline nor order their studies. The residents would attend the lectures of the learned men whom the university had drawn to itself, such as Duns Scotus, with his thirty thousand scholars at Oxford, or, later, Erasmus at Cambridge. Perhaps it is not generally known that of these large numbers many were very young ; of school age in fact, and that a rule was once passed that no one under twelve should be allowed to attend. The students would not at first have lectures in their colleges ; the college was the temporary lodging rather than the intellectual home of the student. In this connection a college presupposes a university ; a college is the feeder of a university, not the university itself. The primary object of a college on this system is not teaching, but "the maintenance in an incorporated society of some of those who came to profit by the teaching and other advantages of the university." We may note here that "college" appears to have been very early applied "specially to the houses of religious orders where were accommodated those youths who meant to devote themselves wholly to a religious life"—that is a separated religious life. No doubt the distinction between college and university is more marked in the older universities than on this side of the Atlantic, yet here a college and a university are by no means synonymous terms. A person may be a member of the college without having any real status in the university ; for the university status of the undergraduate is imperfect. The undergraduates are of the univer-

sity rather than in it. The undergraduates who have matriculated are full members of the college, but not fully members of the university. Those who have the franchise, the full graduate standing, form the university. The undergraduate students form the material out of which the members of the university will be made; nor do they by any means become in all cases members of the university. They are potential rather than actual members. A college might be special or technical, or might teach only one kind of subject. A university must have varied faculties. Even at such universities as Cambridge, the university is not equal to the sum of its colleges, but has a corporate life of its own quite distinct from the life of the colleges. So there might be university discipline as well as college discipline. To university life in many ways the colleges contribute; but universities can exist without colleges, though colleges of the kind I mean must have a university to work in them, to inspire them, and to regulate them, and, where there is a plurality of colleges, to co-ordinate them. Thus, whatever college discipline may be, it will have a different setting or even interpretation according to the view we take of college life and of the nature of a college.

College discipline includes the due subordination of all, whether members of a college or a university, who have not reached adult standing in that college or university: all in the pupil stage.

If the word college is thus interesting, so is the word discipline. I find that discipline implies order, teaching, training and restraint. It really means the state of atmosphere in which a discipulus or pupil should exist. It is the note characteristic of the scholar in whatever grade of the educational arena he may find himself. "Doctrina" is what the teacher gives, and is the atmosphere in which he lives. "Disciplina" is the sphere of the taught. Discipline can be used in a wide sense and in a narrow sense. It may refer broadly to mental and moral training; it may refer to the same matter exactly as the doctrina referred to above; the words as they leave the teacher being doctrina, as they reach the pupil they may be disciplina: something to be received, grasped, learned, and inwardly digested. The word discipline has not generally been so much used of the matter taught; it is used rather of the subordination of the taught, the training to act in accordance with rules—

whence we have military discipline, monastic discipline, scholastic discipline, college discipline.

The spheres of discipline sometimes clash: soon after the Cambridge volunteers were organized, a well-known college don, fellow of his college, who was a private, left the ranks at the hour of his college hall without asking permission to fall out from his superior officer, who was an undergraduate. After some hesitation the don apologised to the undergraduate for the breach of military discipline, and great good resulted to college discipline from the frank way in which the apology was given.

“ He openeth also their ear to discipline.”

“ Their wildness lose, and quitting nature's part,
Obey the rules and discipline of art.”

Discipline implies subjection to rule, restraint, submissiveness to control, obedience to rules and commands; a college or school is under good discipline not only when its minutest rules are implicitly obeyed, but also when the body of those who are in the state of pupilage readily respond to the helm; when there is a discipline of the will as well as a discipline of the outward act; when the heart guides the head and the hand and the feet of those who are under the rules; when there is an enthusiasm for duty; when officers and men co-operate heartily with each other. Milton says that “discipline is not only the removal of disorder, but if any visible shape can be given to divine things, the very visible shape and image of virtue.” The best college discipline is a kind of corporate virtue, a kind of collective conscience, involving courage, subordination, co-operation, obedience, zeal for the promotion of the highest life, anxiety that there shall be no loss of effectiveness through friction and pettiness or through the assertion of the individual will to the detriment of the general good.

Discipline sometimes, for want of the true thing, becomes that which is rendered needful by its absence when it becomes correction, chastisement, punishment. Under this heading we could once place the disciplinarium which was a scourge for penitential flogging, while a disciplinary belt was one to which are attached sharp points which penetrated the skin. It may seem amusing to refer to such details of punishment at this time of day; but not so many hundred years ago college statutes at Cambridge included a refer-

ence to the whipping of undergraduates at the buttery hatch of the college, and I am not certain that these statutes have ever been formally repealed. It is known to me that within the last two or three years the dean of a college at Cambridge did give an undergraduate a caning in lieu of exacting a fine, and this at the request of the undergraduate himself. This may have been pleasing to him, but it did not satisfy the college authorities, who promptly called for the dean's resignation. The incident shows that possibly the old flogging enactment is still unrepealed in the letter. The undergraduate of this story was like many boys who would choose the swift, sharp stroke rather than a more tedious form of punishment. It is not in my province tonight, though it is allied to my subject, to discuss the question of corporal punishment; but I may be pardoned for saying that after twenty-two years' experience I would say this branch of punishment should be in the hands of the head master alone, and that he should very rarely, if ever, exercise his prerogative. Strong and kindly and faithful admonition will cause tears even sooner than blows. What we want to produce in the refractory is penitence, not pain. It is just as likely by this form of punishment that we shall harden our pupils as that we shall break them in. To some natures it seems to do no harm, for Bishop Hannington, the heroic martyr of Uganda, is said to have been caned at school as often as ten times a day. Again, at Winchester college, founded by the benign and learned Wykeham, even in our own day the practice of tunding (*tundo*, I beat, I strike repeatedly, I produce a contusion) has been permitted, I believe, to the prefects or monitors as a means of disciplining the younger boys. These methods do not approve themselves to me, even when defended by such champions as Bishop Ridding.

Is it not the more excellent way that in the true training of the child, so soon as some one who cares for the child (for no one else is fit to be an educator) can show that child that his wrongdoing or moral shortcoming is a source of mental pain to himself and of injury to the child, then there will be little need to inflict physical pain upon the child. Infinite trouble must be taken in the training and corrective process. And just as we would minimize physical punishments for younger pupils, so would we minimize all punishments for college students tending to degrade or

humiliate. For the exercise of college discipline, moral qualities are required rather than mental endowments.

We notice here that the discipline of residential and non-residential colleges will vary considerably. The residential system brings with it greater scope for discipline; as then the whole life of the student, not only his working hours in the college lecture rooms, will be matter for discipline. For, as far as my individual view is concerned, I must express a decided opinion in favour of gathering men into residential halls as likely to conduce more to good discipline and wholesome corporate life than the scattering of individual students over a city; and if this can be done, it should be done under religious influences; for at no age should religion be kept more attractively before the individual than in those formative years of college life. The corporate life of residential colleges will be a more varied and richer thing than that of the non-residential college. There will be the discipline of the house as well as of the class rooms. In Oxford and Cambridge this is carried very far, and most of the colleges are closed for ingress or egress after ten o'clock at night. There are huge doors, like those of an ancient castle; you instinctively look for the moat and the drawbridge; you do see the very formidable-looking spikes on the walls.

A story is regularly told of some unexceptionable and grave personage, such as Dr. Jowett, Master of Baliol, how, when an undergraduate is caught and the torn state of his dress, or it may be of his flesh, betrays him, the sage master says: "Sir, we managed better in our day; we surmounted the spikes on a saddle." The spikes are still there. The castellated array, the prison like appearance suggests a stern and real aspect of college discipline—a true restraint. When the colleges overflow and some of the students are allowed to live in lodgings, the landlady is converted into a janitress, and woe be to that lodging-house keeper who tampers with the strict college regulations. The lodging-house is converted into a miniature college outpost or fortress.

These details, even if interesting, must not keep us from the main point, namely: What is to be aimed at and what can be secured in college discipline? We must premise here that the interests of authorities and students are really the same. For the existence of the college we have found

as essentials: (1) authorities; (2) those under authority. They are co-ordinately essential for the existence of the college. So far as government is concerned, the authorities must be paramount, the pupils subordinate. No doubt the authorities will endeavour to seek the well-being of the college as a whole, and the well-being of the students especially. Here a distinction occurs to me between two classes of colleges, in the first of which there are two classes only to consider, namely, the faculty or the master and fellows who govern the old colleges, and the graduates and students not on the governing body. The college is then self-governing in that some members of the college govern the college. There are, secondly, other colleges, most on this side of the Atlantic, I believe, which have a governing body who need not be members of the college. The teachers then are governed as well as the pupils. In a well-known American college there are three sets of persons more or less engaged in the government of the college: (1) the fellows—a small and very powerful body, generally graduates; (2) the overseers, who represent an early historical body, but who are now elected by the graduates; (3) the faculty. Discipline is in the hands of a dean, who in all important cases consults the president; and the decisions of the dean can be reviewed by the faculty.

Where there are governors other than the faculty, these governors do not directly govern the students, though the rules under which the pupils are have been approved by them, and the method by which the teachers govern and teach their pupils is subject to the criticism of the governors. The maintenance of college discipline may probably be regarded as more complicated and difficult in these colleges than in the colleges of two dimensions so to speak. The colleges of three dimensions will be harder to keep in harmony, as there are chances of difference between the governing body and the faculty. This will increase the difficulty of carrying on discipline, as there will be chances of misunderstanding between the governing body and the faculty as well as between the faculty and the student body.

(To be continued.)

Editorial Notes and Comments.

THE first competition in connection with the beautifying of the school-grounds of our superior schools will take place this year, the final award to be made in the month of September. It is understood that the school inspectors will make a selection of the best kept grounds of any model school or academy in their district during the month of August, and from the seven selections thus made, the final decision will be given by the Inspector of Superior Schools in the month of September. There will be in all three prizes; and the award will be made on (1) the spaciousness of the grounds, (2) the separation of the ornamental in front from the ordinary play-ground, (3) the approaches and fences, (4) the out-houses hidden away behind shrubbery, (5) the number of trees planted and their arrangement, &c. This movement will no doubt recommend itself to those who deem the school one of the instruments that can be employed towards the improvement of a community. The old education that knew little or nothing of the æsthetic is fast disappearing from our midst, and every community should encourage the school authorities to make of the school environment a beauty-spot in the community. According to the terms of the competition, every superior school in the province can take part in the competition with a final prospect of taking one of the three prizes.

—BY the time this number of the RECORD has reached our teachers, the June examinations will be over once more, and the excitement attending them will have modified itself into the expectancy as to the results and general unrest which make the doing of the regular class work, anything but a success. During the time between the termination of the examinations and the closing of the school for the summer holidays, most of our teachers will have their pupils busy preparing the specimens to be sent in to the Department of Public Instruction. Still it is to be presumed that the majority of our teachers and pupils will be wistfully looking forward to the two months' recess which seems to come as a reward for the year's hard work in the classroom. The question readily arises, what shall we do and how and where shall we spend the coming vacation? The best *general* answer that can be given to this question is, see that you get a change, if at all possible. Every teacher

should have a change of some kind. Those who have spent the long school session in the country should try to take an outing in the city, if one may use such an expression; those who have been tied down to the city should spend a few weeks in the country. Many of our teachers—all who conveniently can, we do not doubt—will attend Principal Dresser's summer school at Richmond, or the great educational meeting to be held in Buffalo during the first week of July, and to which reference is made elsewhere in this number. Many will spend a few weeks of their holiday, adding to their collections, geological, botanical or entomological. But ideas will easily present themselves to those who have the desire and the opportunity to carry them out. And whatever they do and wherever they do it, we hope that all our teachers and pupils will have a pleasant vacation and will come back in September competent in mind and body for the work of a new year.

—THE Annual Convention of the National Educational Association promises to be an event of which the people of Buffalo will have reason to feel proud. The entertainment of the members is in the hands of a local executive committee who are *already* doing everything to make the preparations all that can be desired. The reception committee, of which Mayor Jewett is chairman, will consist of no less than three hundred members, mostly principals and school teachers. Members of the committee will meet every incoming train, and conduct the visitors to the business headquarters in the Ellicott Square Building, where places will be assigned them, and whence they will be taken to their places of entertainment. The people of Buffalo declare, through their committee, that it will be their aim to give every person who attends the N. E. A. a royal reception, the best of cheer in its highest sense while there, and a God-speed on his homeward journey. The city has been laid off into districts by a competent committee, and thoroughly canvassed for suitable homes in private families for the teacher-guests. Altogether, every care will be taken to make the visit a memorable one. The secretary of the committee is Albert E. Smith, Esq., of the city where the great convention is to be held.

—LAST month, we had occasion to refer to the evidently unsatisfactory state of affairs existing in some of the colleges in the United States. Most of the American educational

magazines have taken notice of the disgraceful occurrences which have of late been reported in the newspapers, and most of them acknowledge that there must be a weak spot somewhere in the discipline and government of the institutions which have been the scene of such examples of lawlessness on the part of the students. Since the last appearance of the RECORD, the news comes that "the students of the Ohio Wesleyan University went on a strike recently at chapel time. One thousand students gathered at the chapel entrance and then deliberately marched away. Some preparatory students who allowed their zeal to run beyond the bounds of reason, battered down the signs of merchants as they passed along the streets in the line of march. The cause of the strike is said to be that the faculty have disappointed the college glee club, which has arranged a long western tour under the approval of the faculty, and now just on the eve of making the tour such conditions are put upon them as to make it barely possible for the tour to be made." Comment scarcely seems to be necessary.

Current Events.

THE annual closing exercises of the McGill Normal School took place on the 29th of May. Dr. S. P. Robins, the principal of the Normal School, in reading his annual report, stated that at the beginning of the session there were received into the several classes 21 men and 16½ women. Of this number 6 men and 6 women had passed the examination entitling them to academy diplomas, 5 men and 56 women had gained model school diplomas, and 3 men and 60 women had secured elementary diplomas, making a total of 137 diplomas granted. He also drew attention to the great need which existed for a house of residence for the female students, where they could all live under one roof, be supervised by a competent head, and instructed in household economy and domestic hygiene, and at the same time merely pay the net cost of living in a well conducted boarding-house. He sincerely hoped that the day would come when some of the merchant princes of Montreal would see their way to erecting such a building. He knew that it was difficult for men of means wisely to aid by their contributions any establishment over which the Government had control, but he thought that such a

building as he had reference to would be independent of the authority exercised by the Government over the school itself. Mr. G. W. Parmelee, Secretary of the Department of Public Instruction, presented the medals, diplomas and prizes to the successful students.

—ON the same occasion, addressing himself particularly to the students, Professor Kneeland spoke of the diplomas which they had just received as opening to them the doors of a profession second to none in the wide world. It was the crowning day for the student, but the commencement day for the teacher. The students had been running in the race for the prize, the teacher entered upon the race with high hopes, lofty ambitions and a determination to leave the world wiser and better than he or she found it. He impressed upon them the importance of the manner in which they would proceed to teach their pupils, and the first duty was to maintain order, for, without that, teaching was practically useless. It was not the clergy who were required to instruct the young, nor the Sunday-school, but the duty fell to the lot of the public school teachers. In conclusion, he hoped that the entering of the students upon their new sphere of life was to bless humanity, to banish distress, to alleviate the woes of mankind, and to light and lift up the hearts of the young people.

—ANOTHER of our municipalities has decided to provide ample accommodation for school-work by the erection of a new building. The Protestant School Commissioners of St. Lambert have completed arrangements for the construction of a school-house to accommodate 250 children. The building alone is to cost from \$7,000 to \$9,000. Besides the six class-rooms, there are to be wide corridors, rooms for the teachers, cloak-rooms and ample lavatories in the basement for both boys and girls. The basement will be concreted as a play-room for wet weather. Provision is also to be made for the separation of boys and girls. The new school-house will be of brick on a stone foundation and is to be so constructed that an additional wing can be erected without interfering with the original building.

—THE *Globe*, of St. John, N. B., says: Morrin College, Quebec, of which Rev. Dr. Macrae is the new principal, and Mr. Crocket, the late chief superintendent of education, one of the professors, is likely to have another New Bruns-

wick professor. The chair of chemistry and experimental physics will, it is understood, be offered to E. A. Macintyre, the well-known chemist of this city. Mr. Macintyre, who took a thorough course of chemistry in Germany, is in every way well qualified for the position, and will prove a valuable member of the staff of the college.

—THROUGH the munificence of a prominent merchant of Boston, whose name is not made known, Harvard University is to have another department added to its medical school, that of comparative pathology. The benefactor advances the sum of a hundred thousand dollars for the endowment of the wing.

—FROM the last report of McMaster University, Toronto, we learn that the enrolment for last year showed thirty-four students in the theology department, arts one hundred; Woodstock, a hundred and thirty-seven; Moulton, a hundred and thirty-four, making a total of four hundred and five, an increase over last year of forty-one.

—THE Ontario normal schools, remarks the *Journal of Education*, London, England, seem to be prosperous institutions. The account of his procedure given by the principal of that at Toronto will serve to show that all is in order here. After the students have observed the teaching in all classes in the model school and the general work in the kindergarten, they are prepared to begin to teach under the directions of the teachers in charge of the different divisions. But observation does not cease. During the whole session, every time the students teach in the model school, they observe a lesson taught by the teacher in charge of the division. And, in addition to this, once during the session each teacher in the model school brings his or her class into the normal school and gives a model lesson before the whole of the students. While great stress is laid on the observation of the methods of competent teachers, every care is taken to prevent mere imitation, for it is surprising how bad a teacher's work may be when imitating a good method. We commend the last sentence to the attention of our readers. To our regret we cannot find that there is any establishment especially devoted to the training of teachers for higher schools. In the department of pedagogy in the University of Toronto only four candidates were examined.

—A TIME of prosperity seems to have arrived in the history of Stanford University. After three years' litigation over the estate of the late Senator Stanford, Mrs. Stanford has at last been able to pay the bequest of \$2,500,000 which the senator left to Leland Stanford, Jr., University. The bonds transferred to the university draw interest at the rate of \$10,000 a month.

—IN his last annual report, Dr. W. T. Harris, the United States Commissioner of Education, shows that nearly a quarter of the entire population—an aggregate of fifteen million pupils—is enrolled in schools and colleges. There are 235,000 school-houses, valued at nearly \$4,000,000,000; 260,000 female teachers were employed, as against 122,000 male teachers; school expenditures during the year amounted to \$163,000,000.

—IT is stated that the total amount given to churches, schools, colleges, libraries, and other public charities in America, during 1894, was \$19,967,116, and that in 1895, this was increased to \$28,943,549.

—ONE of our exchanges gives us to understand that Columbia College is making a new departure. After this year a knowledge of Greek will not be required for entrance to the college nor for the degree of bachelor of arts. We cannot vouch for the truth of this report.

Literature, Historical Notes, &c.

A PEN SKETCH OF THE IDEAL WOMAN TEACHER.

BY MARGARET W. SUTHERLAND.

A certain club sent me at one time a request for a description of the ideal teacher, to be given in about three hundred words. It occurs to me that some of my reader friends may care to know what I wrote in answer to the request. It was as follows:—Thinking that others may describe for you the ideal man teacher, I shall attempt the ideal woman teacher, although it is as difficult to describe her in words as it is in a photograph to do justice to a woman whose chief beauty is in her expression. In the first place, every characteristic of noble womanhood is hers, since we teach as much by what we are as by what we do. Good health, good common sense, tact, winning manner, a

good voice, and a strong, sweet character, are the first qualifications of a teacher. All else, all that does not belong to true womanhood, is the professional side of the ideal. Without the professional characteristics she may be an ideal woman; she cannot be an ideal teacher. She must have scholarship,—not necessarily the broad and deep knowledge of the savant, but that knowledge which comes from education in a good secondary school followed by careful study of every subject to be taught, in its connection with other subjects; a knowledge of what are the best books and a loving interest in them; a wide-awake interest in current events; a knowledge of psychology, derived from the study of boys and girls and supplemented by the observations of wiser thinkers than herself, found in standard works on the subject; a knowledge of what the best men and women of her profession in the past have thought and done, and what the leaders of present times are thinking and doing in the cause of education. If she has a truly professional spirit, she will wish to meet with fellow-workers in local, county, district and state associations, both to receive and give.

She must have a well-disciplined mind gaining all the time in power to acquire fresh knowledge, to assimilate it and wisely use it, thinking more keenly and feeling more warmly as the years go by. From wise observation of the effects of her work which she has based on her knowledge of the principles governing the development of soul, she must constantly increase in skill in teaching, becoming, indeed, an artist instead of remaining an artisan. She ought to have an eminent degree what Pestalozzi calls a "thinking love" for children.

To the stimulation which ever comes from an earnest soul, should be joined the stimulation of the "word fitly spoken."

" With halting, without rest,
Lifting Better up to Best;
Planting seeds of knowledge pure
Through earth to ripen, through heaven endure."

THE ISLE OF CUBA.

England and Australia are the only islands that exceed Cuba in natural resources, and the former would not be an exception if it were not for the riches of her prodigious de-

posits of coal and iron. Under all the disadvantages that misgovernment can inflict, and with a vast share of her soil untouched, Cuba produces, when not wasted by war, about one hundred million dollars' worth of sugar and tobacco annually, and there is a prodigal luxuriance of fruits and forests, while her mountains are reservoirs of minerals, and her rivers and shores swarm with fish. There is no more exquisite feature in any landscape than the royal palms, and the orange trees, never touched with frost, are loaded with golden spheres, and the clusters of bananas cling under feathery foliage, while the green cocoanuts hang high, each containing a quart of pure, sweet water; and where the soil is not a deep, dark red, it is so black that it shines as if oiled. Around the coral shores is the snowy surf of seas matchless in color, and over all the exalted arch of the sky, with a delicate tint of indigo, spotted with stars that are strangely brilliant, and the procession of the constellations moves with unutterable majesty; and one sees the all-searching beauty of the firmament, and finds new meaning in Paul's line with the divine inner light in it that tells that the stars differ in glory, and in Byron's that gives the glorious image of womanhood:

“ She walks in beauty like the night of cloudless
climes and starry skies.”

The geographical position of Cuba is that of Guardian of the Gates of the American Mediterranean. Glance at the map and see how she is posed between Florida and Yucatan, and that her southern shore confronts the Caribbean sea, whose waters, famous in history, are storied with romance, from the days of the Caribs with their brave canoes, and the adventurous discoverers who plowed the sea with lofty prows driven by the trade-winds, the Spanish galleons, too, freighted with the gold and silver of the New World, and pirates whose heroism gave a glamour to their crimes; and the giant fleets of England and France that with the contending thunders of the broadsides of their liners disputed the command of the ocean that held the incomparable Indies, until at last (April 12, 1782,) the British admiral Rodney avenged Yorktown at Gaudaloupe, and, Froude says, tore the Leeward Islands from the French, and saved Gibraltar and Hasting's Indian Empire to the English.

It was from Cuba that Cortez and De Soto set forth to the conquest of Mexico and the discovery of the Mississippi, and in Havana that the Pakenham expedition that attempted to possess Louisiana, in 1815, paused to recuperate after the slaughter before New Orleans.—Murat Halstead in *Review of Reviews*.

Practical Hints and Examination Papers.

AN ORDERLY ROOM.

BY RHODA LEE.

“A PLACE for everything, and everything in its place,” is a maxim nowhere more necessary than in the school-room. Unless the rule be constantly impressed and observed, disorder and much waste of time will inevitably follow. Picture a room in which the rule appears to be wanting: books litter the window sills, the boards are half cleaned, maps and other specimens of work are pinned to the wall without the slightest semblance of order, the teacher’s desk is covered with odds and ends of various kinds, and the children’s desks are likewise untidy. Another picture shows a room of a different character. An open cupboard door reveals neat rows of books, boxes, papers, and other materials; window sills are bare but for a half dozen house plants standing in shining saucers. On the teacher’s desk are arranged the books and material necessary to the day’s work, while the children have nothing on theirs but the slate and pencil.

Comment on the order and general working of these two classes is unnecessary. Disorder in these external matters does not bespeak orderliness of spirit, but rather the reverse, and there is no doubt as to the effect upon character of a strict observance or orderliness and neatness in all things. Try to have the children take a pride in their room, and encourage them in every effort to make it pleasant and attractive. Though nothing be done towards decorating, it can be kept clean and neat. If this spirit prevail there will be no hats on the floor, no papers about the desks, no dirty slate cloths (sponges and a clean rag should be the rule), and no untidy desks. There will be pictures on the walls and on the unused blackboard, plants in the windows, and perhaps a flower glass on the teacher’s table.

In the early summer, when wild flowers and shrub blossoms are plentiful, the children take great delight in bringing their bouquets to "the teacher," and it is sometimes difficult to know what to do with them all. I have always provided myself with two or three earthenware jars to hold this deluge of flowers, for of course none can be discarded. They hold a great deal, and make a pretty ornament on the window sill, where there is no danger of the water being spilled.

It is a great deal easier to keep everything in its place than we sometimes think. All that is necessary is to return everything to its accustomed place as soon as we are done using it. "Order in everything" must be our motto if we would have a successful school; the order to which love, sympathy, and regard for others are the incentives. The influence of orderliness in these so-called small matters reaches far beyond the school walk and the school life, and cannot be too highly estimated.—*Educational Journal*.

—As a supplement to the hints just given about orderliness in the school-room, we reproduce what the *Educational News* has to say about a very commendable movement which is on foot in the schools of some of the cities in the United States—a movement which we should like to see general in this province. It is to make the school-rooms pleasant by decoration. In cities and towns, where the rooms are kept moderately comfortable the week round, there seems to be no good reason why there should not be potted plants and flowers present all the time. Of course this might not be possible in schools of the rural districts where fires are allowed to die down on Friday afternoon, and take a two days' recess, but even here decorations of another character may be placed on the walls, that will add greatly to the cheer of the room, and contribute not a little to the good management of the school. Among these decorations might be useful cabinets of leaves, of minerals, of specimens of wood and grasses that could be used profitably in the object lessons and nature study. Wreaths of evergreen or even autumn leaves surrounding pictures cut from illustrated magazines or papers would help to enliven the appearance of the room, and some of the best map drawing of the children might be used for the same purpose. If an artistic drawing, or a copy of some standard work of art, can be secured through the generosity of neighbouring citizens,

all the better ; it will cultivate the taste of the children to enjoy the best. Of course teachers as a rule feel that no help of this kind can be secured, but will it not pay teachers to make an effort to secure the help ? Those who are willing to make the effort are usually rewarded because the public, especially the philanthropic, believe them to be interested in the welfare of the school, and thus interest on the part of others is aroused.

—HOW I REACHED ONE BOY.—When I began teaching in L—, I had in my room that dreaded object, a mischievous boy. He was not a bad boy by any means; but his whole mind seemed to run to fun. My work was constantly interrupted by Bert's mischief, and failure seemed sure unless something could be done with that boy. After careful thinking I concluded that moral suasion would do no good and resolved to try severity. I punished until it seemed as if he must of necessity reform, but he only grew worse. My method could not be the right one and so I stopped using it and began to study the case seriously. One day I asked the children all to leave the room at recess excepting Bert. When we were alone I called him to me and explained to him that fun harmless in itself would ruin a school. Then I talked about influence. Told him I knew him to be a splendid boy when he controlled his love of mischief. Told him how hard it was for me to govern the others when they saw him disorderly. Here he began to show signs of interest, so I continued to show him in what a difficult position he was placing me and ended by asking, "Won't you try to control your love of fun for my sake, Bert?" The reply came slowly, "I never thought of it like that, Miss Dean, I guess you won't have any more trouble from me." Bert was only an ordinary boy of fourteen, punishment failed, but the idea that he was doing it for me and that I needed his influence in the school was a new idea, and it conquered.—*School Journal.*

—ONE of our exchanges asks the pertinent question, "Do we give sufficient attention to the postures which children habitually assume in standing or sitting?" Of course all say with one accord that in the education and development of the child there is no influence more potent than habit. We also recognize as valid the fundamental law, a dictum of modern psychology, to the effect that mind and body are under a relationship of reciprocal causation—that body acts

on the mind and mind acts on body; that no bodily change can occur without modifying the mental states and the flow of ideas, and likewise that the mental states in their ceaseless change continually modify the bodily functions in their exercise. Putting the two principles together, viz., the principle of habit and that of the reciprocal relations that obtain between mind and body, can we not see that the repetition of physical postures and movements has the power to modify and reorganize the shape of the body, and also to inhibit or accelerate the flow of ideas?

—INTEREST is the natural and appropriate means leading to learning; and since interest is the appropriate and necessary motive for real and effective study, it becomes a duty to develop interest. The primary condition of arousing interest is a well-nourished, vigorous brain. There is little use trying to develop a strong, healthy interest in anyone whose physical processes are feeble or deranged. We must not demand a steady, constant flow of interest. If we would call for strong, earnest action, we must give place to relaxation. The teacher who requires his pupil to be at his best all the time, never gets the best out of him at any time. Give your pupils that to learn which will fit them. What they ought to learn depends on what they are prepared to do and to feel, as well as on the intrinsic value of the matter. Interest is contagious. Cultivate in yourself sympathetic interest. Manifest your interest in your pupils freely and warmly. Be sincerely interested in their efforts. Show them how you wish them to succeed. When a pupil has struggled bravely with his little task and has accomplished it, do not mind if an exclamation of sympathetic joy escapes you. "Well done, my boy!" uttered in a really triumphant tone, has sent the blood thrilling through many a boy's veins and made his heart throb with a bounding joy.—*W. E. Wilson.*

—IN looking through a series of examination papers on the various school subjects, in the May number of the *Journal de l'Instruction Publique*, the headings of two of the papers attracted our attention. We are convinced that the underlying principle in them is sound; and we have no doubt that these "subjects" might be incidentally introduced into our school curriculum with much advantage. The first paper, for which one-half hour is allotted, is on "Epistolary Art"; and the questions are:

1. What rules are to be observed in writing business letters?

2. How are letters of request to be written?

3. What is understood by a letter of condolence, and what should be its character?

4. What bearing should one take in writing a letter of apology or excuse?

5. Is it permissible to ask those to whom we write to pay our respects to others?

The second paper to which we refer is one on "Manners." One half-hour is allowed for the answering of this also. The questions are :

1. When the person presiding at table asks, before serving you, what you will have, what should you reply?

2. If something has been forgotten in the laying of the table, is it polite for the guests to notice it?

3. What rules are to be observed in the matter of wedding presents?

4. Is it polite, while receiving a visitor, to reprimand a stupid servant?

5. When and how ought you to excuse yourself?

These questions are not given here as furnishing models to be reproduced absolutely, but simply to draw attention to the fact that there are many of these little things which though intrinsically unimportant, yet by reason of their power of indicating a person's good breeding, or lack of it, are so important that they should not be overlooked in the more intellectual education of the child.

—GOOD LITERATURE IN THE SCHOOL-ROOM.—Every thoughtful teacher looks with anxiety upon the worthless literature which she knows will fall into the hands of the boys and girls whose education has partially devolved upon her. How can she prevent their reading of it?

After careful observation the writer has concluded that talking and urging the pupils not to read the pernicious stuff is of little avail. Frequently their attention is called to these books by the very warning which they receive against them; just as the sale of *Robert Elsmere* was increased by the raid made upon it from the pulpit. The best, and, I am inclined to think, the only way to hinder the reading of poor literature is to cultivate the taste for the good.

To this end, the teacher should, during a school year, bring into her work the careful reading of at least two

standard works. This need not in the least interfere with the regular school work, but may be made to supplement it in the most valuable manner.

For example, in the sixth grade of one of our large cities, during three months of the present school year, a little time was spent each day upon the study of *Évangeline*, and with great pleasure as well as profit.

Before reading the poem, the historic event upon which it was founded was carefully studied. The people, whence they had come, their way of living in their own country, their occupations, dress, morals and manners were carefully studied in the light of history. The geography of Nova Scotia having been studied from all standpoints, the reason for the Acadians having settled in that land became apparent. The story of their life and their sad separation was learned, and then the pupils were ready to live for awhile in Acadie, and to wander with *Évangeline* in search of Gabriel.

The plan of placing before the pupil a picture, and having him talk about it, and write a description of it is generally used in the lower grades of all our schools. This being the case, the boy should now be able to look, with his mind's eye, upon the beautiful pictures drawn by the wonderful pen of Longfellow, and to talk and write of them. No artist's brush nor writer's pen has ever given us a more beautiful picture than that of *Grand Pré*, at the opening of the poem.

To accomplish good work in English it is necessary that at least a paragraph should be written by each pupil daily, and for this work endless topics are furnished in *Évangeline*. For example, in the first canto, besides the picture of *Grand Pré* are descriptions of Benedict, Bellefontaine, *Évangeline*, of their home and its surroundings, as well as the childhood and youth of Gabriel and *Évangeline*. All this, talked over and written of, will improve the child's descriptive powers, increase his appreciation of beauties which are hidden from the careless reader, and, if the meaning of words used is carefully studied, greatly enlarge his vocabulary.

After pointing out a few metaphors and similes, as for example,

"The hemlocks, bearded with moss, and in garments green," and,

"Stand like Druids of old, with voices sad and prophetic,"

it was surprising to see the enjoyment which the bright boys took in pointing out figures of speech and explaining their application.

We are now reading, "The Courtship of Miles Standish," and frequently the reading is interrupted by the remarks, "That's a simile," or, "That's a metaphor." I was amused the other day to find that one of the boys, who is particularly quick in discovering these figures, had received the name of "Metaphor" from his class-mates; and one of the boys remarked in triumph, when he read the lines,

"His russet beard was already flaked with patches of snow,"

"There's a metaphor, and I saw it before 'Met' did."—*School Journal.*

—WRITING editorially of the matter just referred to, the teaching of literature, the *Century* magazine gave recently the following valuable suggestions:—

We are told that the way to become a good writer is to write; this sounds plausible, like many other pretty sayings equally remote from fact. No one thinks that the way to become a good medical practitioner is to practise; that is the method of quacks. The best way to indeed become a good writer, is to be born of the right sort of parents; this fundamental step having been unaccountably neglected by many children, the instructor has to do what he can with second or third-class material. Now a wide reader is usually a correct writer; and he has reached the goal in the most delightful manner, without feeling the penalty of Adam. What teacher ever found in his classes a boy who knew his Bible, who enjoyed Shakespeare, and who loved Scott, yet who, with this outfit, wrote illiterate compositions? This youth writes well principally because he has something to say, for reading maketh a full man; and he knows what correct writing is in the same way that he knows his friends—by intimate acquaintance. No amount of mere grammatical and rhetorical training, nor even of constant practice in the art of composition, can attain the results reached by the child who reads good books because he loves to read them. We would not take the extreme position taken by some, that all practice in theme-writing is time thrown away; but after a costly experience of the drudgery that composition work forces on teacher and pupil, we would say emphatically that there is no educational

method at present that involves so enormous an outlay of time, energy, and money, with so correspondingly small a result. To neglect the teaching of literature for the teaching of composition, or to assert that the second is the more important, is like showing a hungry man how to work his jaws instead of giving him something to eat. In order to support this with evidence, let us take the experience of a specialist who investigated the question by reading many hundred sophomore compositions in two of our leading colleges, where the natural capacity and previous training of the students were fairly equal. In one college every freshman wrote themes steadily through the year, with an accompaniment of sound instruction in rhetorical principles; in the other college every freshman studied Shakespeare, with absolutely no training in rhetoric and with no practice in composition. A comparison of these themes written in their sophomore year by these students showed that technically the two were fully on a par. That is weighty and most significant testimony.

If the teachers of English in secondary schools were people of real culture themselves, who both knew and loved literature, who tried to make it attractive to their pupils, and who were given a sufficient time-allotment to read a number of standard books with their classes, the composition question would largely take care of itself. Mere training in theme-writing can never take the place of the acquisition of ideas, and the boy who thinks interesting thoughts will usually write not only more attractively, but more correctly, than the one who has worked treadmill fashion in sentence and paragraph architecture. The difference in the teacher's happiness, vitality, and consequent effectiveness is too obvious to mention.

Books Received and Reviewed.

[All Exchanges and Books for Review should be sent direct to the Editor of the *Educational Record*, Quebec, P. Q.]

The article in the June number of the *Atlantic Monthly*, of special interest, is one on "The Politician and the Public School," by L. H. Jones, Superintendent of Schools, Cleveland, Ohio. Mr. Jones, in his able discussion of the relation, which seems to be too close in the United States, between politics and teaching, brings to light many strange

facts. The other contents of the number are fully up to the *Atlantic's* high record in the field of current literature. Olive Thorne Miller has another of her delightful bird studies, this time on the humming-bird—"The Bird of the Musical Wing." Among the book reviews is a most able one of John T. Morse's "Life and Letters of Oliver Wendell Holmes."

The *Hesperian* is the name of an extremely bright quarterly magazine published at St. Louis, U. S. A. One of its reviewers has called it "iconoclastic," and it certainly has attacked some of the *fin de siècle* writers who have been imagining themselves the idols of the great reading public. The *Hesperian* has reached its ninth number and seems to be prospering. In the May-July number there is a clever discussion of Ibsen and Tolstoi; and another (of the iconoclastic type) on "The Erotic School of Mrs. Ella Wheeler Wilcox and the Idiotic School of Mr. Stephen Crane." In the case of the latter the writer seems to have proved the appropriateness of the epithet used.

Our old friend *Intelligence* has changed—for the better—its form and outward appearance. *Intelligence* is one of the best of the American educational journals. The number of the 15th of May is a special N. E. A. one and contains much information relating to the coming great educational convention at Buffalo. *Intelligence* is published by E. O. Vaile, at Oak Park and Chicago.

Studies in Education is the title of a periodical to be issued in July. It will be edited by Earl Barnes, Professor of Education in Leland Stanford Junior University, California, and will be published by the university. We have had a look at the first number and are much pleased with the tone and general appearance of the studies. It is intended to continue the series as a monthly publication for ten issues, after which it will be discontinued. The last number will contain an index and full table of contents. (Cost for the year one dollar, or fifteen cents a number.)

THE GERMAN SCHOOL SYSTEM, by Levi Seeley, Ph. D., and published by Messrs. E. L. Kellogg and Company, New York. Dr. Seeley entitles his new book "The Common School System of Germany and its Lessons to America." He is well qualified to write on the subject and to point the moral, having made a personal inspection of

schools of different kinds in all parts of the empire. This book, which is the latest addition to *Kellogg's Pedagogic Library*, contains much to interest and instruct the teacher. (Printed on heavy paper and strongly bound in cloth, \$1.50.)

THE SCHOOL SYSTEM OF ONTARIO, by the Hon. G. W. Ross, LL.D., Minister of Education of that province, and published by the Messrs. D. Appleton and Company, New York. This, as one of the latest volumes of the International Education Series, brings the subject of educational progress in Canada into close relationship with the great educational movements of the world. The work has an introductory preface by the learned editor of the series, Dr. W. T. Harris, Commissioner of Education for the United States. The book itself will be a boon to those who wish to understand the development of the Ontarian system. It is written in an attractive style, while the plan followed by the author is simple and easily discussed from the beginning to the end of the work.

SCHOOL MANAGEMENT, by John Millar, B.A., Deputy-Minister of Ontario, and published by the Methodist Book and Publishing House, Toronto. Mr. Millar has succeeded in preparing just such a book as the student-teacher is sure to find of the greatest service, while endeavouring to investigate the foundation lines of school-work and the principles of pedagogy. The style of the author of this work is concise and attractive, while the arrangement is all that could be desired. The book is very neatly printed and bound in cloth, the price being \$1.00.

Official Department.

NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, by order in council dated the 23rd May instant (1896), to annex to the municipality of "Saint Jean," county of Saguenay, the west part of the township Dumas (same county), which lies between the river "Petit Saguenay" and the township Saint Jean, county of Chicoutimi.

His Honor the Lieutenant-Governor has been pleased, by an order in council dated the 23rd May instant (1896), to erect into a distinct school municipality, for Protestants

only, the "Village of Marbleton," county of Wolfe, with the limits assigned to it by the proclamation of October 31st last (1895).

His Honor the Lieutenant-Governor has been pleased, by an order in council dated the 23rd May instant (1896), to detach from the school municipalities of the township of Brome and Saint François Xavier de Shefford, lots cadastral numbers 647 to 676 inclusively, of the township of Brome, and to erect them into a school municipality, for Roman Catholics only, under the name of "Saint Edouard de Brome."

His Honor the Lieutenant-Governor has been pleased, by order in council dated 26th February instant (1896), to detach from the school municipality of the parish of Longueuil, county of Chambly, the following lots of the official cadastre of the parish of Saint Antoine de Longueuil, in the said county, to wit : Nos. 154, 155, 156, 157, 158, 159 and 160, and to erect them into a distinct school municipality, for Roman Catholics only, by the name of "Saint Jean Baptiste de Montréal Sud," county of Chambly.

His Honor the Lieutenant-Governor has been pleased, by order in council dated the 23rd May instant (1896), to erect the following territory into a school municipality, for Roman Catholics only, under the name of "Saint Romain de Hemmingford," county of Huntingdon, viz :

I. In the township of Hemmingford :

A. In the Clergy Reserves :

1° In the first range, from lot number one to lot number ten, both inclusive ;

2° In the second range, from number one to number nine, both inclusive ;

3° In the third range, from number one to number seven, both inclusive.

B. All the lots of the eight ranges of the "Crown's Reserved Lands" :

C. A tract of land known and designated as "Scriver's Track" ;

D. In the land conceded by the Government, known as "Granted Lands" :

1° In the first range, from number one to number twenty-one, both inclusive ;

2° In the second range, from number fifty-two to number seventy-two, both inclusive ;

3° In the third range, from number ninety-seven to number one hundred and eighteen, both inclusive ;

4° In the fourth range, from number one hundred and thirty-eight to number one hundred and fifty-nine, both inclusive ;

5° In the fifth range, from number one hundred and seventy-five to number one hundred and ninety-six, both inclusive.

11. In the township of Havelock :

1° In the first range, from number twenty-two to number forty-two, both inclusive ;

2° In the second range, from number seventy-three to number ninety-three, both inclusive.

The foregoing erections to take effect first July next (1896).

28th May.—To appoint Mr. François Bergeron, son of Alexis, school commissioner for the municipality of Sainte Ursule, county of Maskinongé, to replace Mr. Léger Lambert, who has left the municipality.

To appoint Mr. Louis Dufresne, civil employée, of the city of Quebec, a member of the Roman Catholic Board of School Commissioners for Quebec, to replace Mr. François Kirouac, deceased.

His Honor the Lieutenant-Governor has been pleased, by order in council dated the 23rd May instant (1896), to annex to the municipality of "Saint Jean," county of Chicoutimi, the west part of the township Dumas (county of Saguenay), which lies between the river "Petit Saguenay" and the township Saint Jean, county of Chicoutimi.

This erection to take effect on the first July next (1896).

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