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THE EDUCATIONAL RECORD

OF THE
PROVINCE OF QUEBEC.

No. 3.

MARCH, 1896.

VOL. XVI.

Articles : Original and Selected.

CALISTHENIC EXERCISES.

BY KATE E. COLE, ST. HYACINTHE.

At the request of our friend and helper, Dr. Harper, I have essayed to describe the calisthenic exercises gone through daily by my pupils, and hope that they may be of service to my fellow teachers, who, I believe, understand how conducive to health, grace of motion, and obedience, physical exercises are.

To the teacher they are of inestimable value as a means of securing ready obedience; to the pupil in teaching him to have proper control of his muscles and in preventing him from adopting incorrect postures. When I first entered the field I felt the need of some simple calisthenic exercises, for my pupils, which might be used in our school-room by both sexes together.

I began with a few simple arm exercises and then set to work to devise more, having recommended my pupils to notice and remember graceful movements, wherever they might chance to see them. At the end of two months we had quite a number of exercises, and these were performed daily by the pupils, who, with a very few exceptions, took pleasure in going through them.

I believe that if a teacher insists on these simple exercises being gone through correctly and energetically, their beneficial effect will soon be apparent. For music any simple march played in correct time will answer the purpose.

Body to be kept erect, head well back, heels together, toes pointing outwards. Fore-arm bent so that middle finger may touch shoulder.

1ST EXERCISE.—1st movement. Thrust left arm out at side in a horizontal line and draw back to former position (4 times.)

2nd movement. Same with right arm (4 times.)

3rd movement. Thrust them out alternately, one going out while the other is coming in (4 times).

4th movement. Thrust them out together (4 times.)

5th movement. Thrust left arm out in front of the body in a horizontal line, then bring back to position held at first (4 times).

6th movement. Same, with right arm (4 times).

7th movement. Alternately, as described in side alternate movement (4 times).

8th movement. Thrust out both arms in a horizontal line in front (4 times).

9th movement. Thrust left arm down in straight line at side (4 times).

10th movement. Same, with right arm (4 times).

11th movement. Thrust them down alternately one being lowered while the other is raised (4 times.)

12th movement. Thrust both arms down together and bring back to former position (4 times).

13th movement. Thrust both arms up above the head and bring back to former position, at the same time rising on the toes each time the arms are raised, and lowering heels to floor each time the arms are lowered (8 times). Be careful in this exercise to keep the head perfectly erect.

Wherever alternate movements come in, as in 3, 7, 11, care must be taken on the fourth beat to keep the left arm still.

2ND EXERCISE.—1st movement. Charge to left-front corner of the room, keeping right foot in place but stepping out with left foot, bending both knees and pointing to the upper left corner of the room with left fist tightly closed, care being taken to have arm perfectly straight (4 times.)

2nd movement. Charge to right-front corner of the room,

dashing out with right foot, pointing with tightly closed fist to upper right-front corner of the room (4 times).

3rd movement. Charge to left-back corner of the room, using right foot, arm and hand as in first movement (4 times).

4th movement. Charge to right-back corner of the room, using left foot, arm and hand as in second movement.

5th movement. Charge alternately to left-front, right-front, left-back, right-back (twice). Be careful in this exercise to place heels together each time, on coming back to position.

3RD EXERCISE.—1st movement. Move head alternately to left-back, right, up. Reverse movement right, back, left, up. Again left, back, right, up. Reverse movement right, back, left, up. Care must be taken in this exercise to allow the head to drop—when raised, as indicated by the word “up,” see that it is perfectly erect. In this exercise hands should be clasped behind.

4TH EXERCISE.—1st movement. Charge to left-front with left foot as in exercise 2 (4 times). Hands clasped as in exercise 3.

2nd movement. Charge to right-front with right foot (4 times).

3rd movement. Charge to left-back with left foot (4 times).

4th movement. Charge to right-back corner of room with right foot (4 times).

5th movement. Same movement performed alternately to left-front, right-front, left-back, right-back, just as in second exercise except that arms are quiet (twice).

5TH EXERCISE.—Arms hanging carelessly at sides.

1st movement. Swing left arm up from side till somewhat higher than shoulder, hand open.

2nd movement. Raise right hand in same way, at same time lowering left arm and bending body sufficiently to keep two arms in a straight line with each other, always looking at the hand that is up (8 times).

6TH EXERCISE.—1st movement. Step out with left foot, without bending the knee, care being taken to keep the toe well pointed and heel high off floor (4 times).

2nd movement. Step out in like manner with the right foot (4 times).

3rd movement. Step first to left with left foot, then to

right with right foot, performing this exercise alternately (8 times).

7TH EXERCISE.—Arms in position used at the commencement.

1st movement. Twist the hands and fore-arms inwards and thrust down to sides, twist them outwards and back to position (4 times).

2nd movement. The same muscular movement, this time thrusting them out in front of the body (4 times).

3rd movement. Same as before, this time thrusting them down at sides.

4th movement. Twisting arms as before, this time thrusting them above the head (4 times).

5th movement. Same exercises alternately, 1st out to sides, 2nd out to front, 3rd down to sides, 4th up above the head (twice.)

This exercise is particularly for the muscles, therefore care should be taken that the muscles do the work, otherwise the end in view will not be reached.

8TH EXERCISE.—Hands clasped behind.

1st movement. Rise on tips of toes.

2nd movement. Stand firmly on the foot. Repeat first and second movements alternately (8 times.)

9TH EXERCISE.—Hands hanging at sides.

1st movement. Raise them till arms form one straight horizontal line out at sides, hands falling as if lifeless towards front. Shake hands from wrist, so as to imitate the flight of a bird (16 times).

2nd movement. Same movement with arms parallel in front, hands towards each other (16 times).

3rd movement. Arms down at sides, hands moving towards and from the floor (16 times).

4th movement. Arms raised parallel to each other at sides of head, hands shaking towards each other (16 times).

5th movement. One shake of hands each way, that is changing position of arms, out to sides, out to front, down, up (4 times).

10TH EXERCISE.—Hands clasped behind.

1st movement. Let head drop lifelessly to left and right alternately (4 times).

2nd movement. Let head drop as if lifeless to front and back (4 times).

3rd movement. Let head drop left, back, right and up, then right, back, left, up (twice).

11TH EXERCISE.—Arms hanging at sides.

1st movement. Charge to left-front corner of the room as in exercise 2, at the same time making a graceful curve with the left arm until the middle finger touches the top of the head, then back to erect position, making outward curve with the arm until it is back, hanging at side (4 times).

2nd movement. Charge to right-front, making a graceful curve with the right arm until middle finger touches the top of head, and back to erect position (4 times).

3rd movement. Charge to left-back corner of the room, forming curve with left arm as in first movement (4 times).

4th movement. Charge to right-back corner of the room, forming curve with right arm as in second movement (4 times).

5th movement. Same alternately, left-front, right-front, left-back, right-back (4 times).

12TH EXERCISE.—Hands on hips. Bow gracefully forward, bending at the waist (8 times).

13TH EXERCISE.—Arms hanging at sides.

1st movement. With middle finger of left hand touch alternately top of head, shoulder, hip, knee (4 times).

2nd movement. With middle finger of right hand touch alternately top of head, shoulder, hip, knee (4 times).

3rd movement. Same alternately, touching top of head first with left hand, then right, same shoulder, hip and knee (twice).

4th movement. Both hands working together touching top of head, shoulders, hips and knees (4 times).

14TH EXERCISE.—Hands clasped behind.

1st movement. Step out with left foot, toe well pointed, until left foot is directly in front of right (4 times).

2nd movement. Step out in like manner with right foot, placing it directly in front of left (4 times).

3rd movement. Repeat alternately with left and right (4 times).

15TH EXERCISE.—Arms hanging at sides.

1st movement. Raise arms till they form one horizontal straight line.

2nd movement. Raise them till hands are parallel over head and backs of hands almost touching.

3rd movement. Lower arms to position of the second movement.

4th movement. Drop arms at sides. Repeat movements 1, 2, 3, 4 alternately (4 times).

16TH EXERCISE.—Hands clasped behind. Glance to left, then to right, without lowering the chin (8 times).

17TH EXERCISE.—Arms hanging at sides. Raise arms, move them towards each other till palms of hands are almost touching, then draw them apart till arms form a horizontal straight line (8 times).

18TH EXERCISE.—Arms hanging at sides.

1st movement. Move hands towards each other till they are almost touching, without raising the arms, then back to sides.

2nd movement. Raise arms and move them towards each other till hands are parallel, palms towards each other in front of the chest.

3rd movement. Raise arms till hands are parallel, palms towards each other above the head, then back to sides. Repeat these three movements alternately (4 times).

19TH EXERCISE.—Hands on hips.

1st movement. With feet as pivot turn the body until the face is turned to the left wall of the room.

2nd movement. In same way with one movement turn till facing the back of the room.

3rd movement. With one movement turn till facing the right wall of the room.

4th movement. With one movement turn till facing front of room, that is, to be in position at starting. Repeat movements 1, 2, 3, 4 (twice). Reverse the direction of movement, lest it should have a tendency to cause dizziness.

5th movement. Face right wall of the room.

6th movement. Face back of the room.

7th movement. Face left wall of the room.

8th movement. Face front of the room. Repeat movements 5, 6, 7, 8 (twice).

20TH EXERCISE.—Arms hanging at sides.

1st movement. Raise arms, clapping hands above the head.

2nd movement. Drop arms down to sides. Repeat movements 1, 2 (8 times). Be careful in this existence or to bend the arms.

21ST EXERCISE.—Arms hanging at sides.

1st movement. Charge to left-front corner of the room, at the same time making a graceful curve with the left arm until the fingers of the left hand lightly touch the lips. Step back to position, at the same time gracefully moving the arm and hand outwards and slightly upwards (4 times).

2nd movement. Charge to the right-front corner of the room, making like motion to that described in first movement with right hand (4 times).

3rd movement. Charge to left-back corner of the room, repeating motion with left hand (4 times).

4th movement. Charge to right-back corner of the room, repeating motion with right hand (4 times).

5th movement. Charge alternately to left-front, right-front, left-back, right-back, each time making motion with left and right hands alternately as if kissing hand to a person in each corner (twice). Be careful in all charging exercises to look in the direction towards which charge is made.

22ND EXERCISE.—Arms hanging at sides.

1st movement. Raise and curve left arm until the middle finger of the left hand touches the top of the head (4 times).

2nd movement. Raise and curve right arm until the middle finger of the right hand touches the top of head (4 times).

3rd movement. Repeat this movement of left and right arm alternately (4 times).

4th movement. Same as third movement, except that whereas in third movement the motions succeeded each other, they now take place at the same time—right arm being raised whilst the left is being lowered (4 times).

5th movement. Same motion, with both arms being raised and lowered simultaneously (4 times). In this exercise great care must be taken to have graceful curves.

23RD EXERCISE.—Hands on hips. Make a smiling bow to front without bending the body (8 times).

24TH EXERCISE.—1st movement. Placing the fore-arms in front of the chest, perform an in-and-out movement, the fore-arms passing alternately over and under each other (16 times).

2nd movement. Repeat the same movement with the hands above the head.

25TH EXERCISE.—Arms hanging at sides.

1st movement. Charge to left-front as in the second exercise, at the same time throwing up the arms so that hands are parallel above the head (4 times).

2nd movement. Charge to right-front, repeating motion with arms (4 times).

3rd movement. Charge to left-back, repeating motion with the arms (4 times).

4th movement. Charge to right-back, repeating motion with the arms (4 times).

5th movement. Charge alternately to left-front, right-front, left-back, right-back, each time repeating motion of movements 1, 2, 3, 4 with the arms (twice).

26TH EXERCISE.—Arms hanging at sides.

1st movement. Swing arms up to the chest, at the same time crossing them till left hand touches right shoulder and right hand left shoulder.

2nd movement. Drop arms to sides. Repeat these two motions (8 times).

27TH EXERCISE.—Hands on hips.

1st movement. Jump from the floor, at the same time crossing left foot over right.

2nd movement. With feet crossed drop back to floor, body let drop, knees bent.

3rd movement. Jump from the floor, this time crossing right foot over the left.

4th movement. Drop to floor in descending, lowering the body as much as possible. Repeat movements 1, 2, 3, 4 (8 times).

28TH EXERCISE.—1st movement. Stretch arms out at sides in a horizontal line, open and shut hands to music (8 times).

2nd movement. With arms stretched out to front, open and shut hands, keeping time with the music (8 times).

3rd movement. With arms stretched down at sides, open and shut hands, keeping time with music (8 times).

4th movement. With arms stretched above the head, open and shut hands as before (8 times).

29TH EXERCISE.—Hands clasped behind.

1st movement. Take three steps forward, commencing with the left foot, and on the fourth beat of the music give the right foot a little graceful swing forward.

2nd movement. Take four steps backward, beginning with the right foot.

3rd movement. Again take three steps forward, this time beginning with the right foot, and on the fourth beat swinging the left gracefully forward.

4th movement. Take four steps backward to position maintained at first, starting back with the left foot. Repeat movements 1, 2, 3, 4 (twice).

30TH EXERCISE.—1st movement. Stretch hands above the head and with one movement touch the toes.

2nd movement. Raise arms till again above the head. Repeat these two motions (8 times).

31ST EXERCISE.—Swing two arms, as a brakeman does, allowing the hands to touch when in front. Be careful not to bent arms at elbows in this exercise (8 times).

32ND EXERCISE.—Arms hanging at sides.

1st movement. Salute with left hand. This is done by gracefully bending left arm till left hand almost touches forehead, at the same time slightly inclining the body and head (8 times).

2nd movement. Salute with right hand in like manner as described in first movement (8 times).

(To be continued.)

Editorial Notes and Comments.

COMMENTING on a new law which has just been enacted in Pennsylvania, one of our exchanges warmly congratulates that state on the new legislation, and remarks that it is a law that ought to be found on the statute books of every other state. The enactment referred to provides for the maintenance of parents by their children. Our fellow-journal adds that "the authority of the state is properly invoked to compel unfilial children to care for their parents. The new law says that if any male child of full age, within the limits of this commonwealth, has neglected or hereafter, without reasonable cause, shall neglect to maintain his parents not able to work to maintain themselves, he shall be brought before a magistrate and bound over with sufficient surety to appear at the next court of quarter sessions, there to answer the charge of not supporting his parent or parents." We, in the Province of Quebec, have long had such a law. There is an article of the Civil Code of Lower Canada which says that "children are bound to maintain their father, mother and other ascendants, who are in

want." It will be seen that our article goes farther than does the new law of Pennsylvania, in that it provides for the grand-parents, unless, indeed, the "parent or parents" of the latter includes the grand-parents.

—A CONTRIBUTOR to the *Popular Educator*, who evidently does not believe in kindergarten and similar systems of child-education, says, in a recent number of that journal, that he heard lately "a finely ironical comment upon the kindergarten, the whittling in wood, and the paper-snipping craze which is the distinguishing characteristic of the New Education." It came about in this way. A professor of literature had just been giving the "elementary" teachers of the district an excellent lecture on Arnold of Rugby, and one of the aforesaid "elementary" ones, was put up to move a vote of thanks. He said that he had listened with extreme interest to the lecture, and although he had always revered Arnold as a great man and a great teacher, yet there had been many new lights thrown on his remarkable influence over boys by the lecturer that night; what he, the speaker, "failed to entirely understand was how Arnold could have achieved all he did, *seeing that he had never been taught paper-cutting.*"

—MOST of us have, no doubt, found out by experience, that self-satisfaction is responsible for a great deal of the backwardness to be noticed in the affairs of this world. Our old friend, the *School Journal*, has a grievance which it has taken occasion to air in the following paragraph. We do not feel competent to estimate here the amount of truth contained in the *Journal's* plaint.

"The most hopeless dead weight upon the profession of teaching is the satisfied person who has taught the same grade for a number of years, and knows all about it. She has no use for an educational paper and is bravely independent of teachers' meetings and summer schools. She will give the next class exactly the same dose that she is giving this, just as she is giving this one the same dose she gave the last, and the one before, and the one before that. This is the last refinement of the process for which graded systems seem to be made. And yet we must have graded systems! Even the system is uneasily conscious of the mischief wrought by this extreme result of its own organization, and helplessly bemoans the fact that these fossil teachers cannot be got rid of. If they cannot be got rid of, at least the system

can shake them up once in a while by changing their grades. A teacher of this stamp, placed in a new grade, would be compelled to collect a new supply of ideas, suggestions, and devices. This would occupy her for perhaps a year, and during that period she would consult educational books and papers and attend teachers' meetings. At the end of that time, the system should find pressing need of her services in some other part of its economy. Perhaps she would learn to teach, in time. Who knows?"

—IN this little note taken from an exchange, we think we see the old, old question of the distinction between use and abuse. "We are sometimes enjoined never to tell a child anything that he can find out for himself. Taken as a rhetorical mode of emphasizing discovery of first hand knowledge, the precept is well enough, but as a rule to be strictly followed it is both absurd and impossible."

A GREAT deal is said, from time to time, about the need of careful and thorough ventilation of the school-room, and the RECORD has more than once emphasized the importance of this item of school management. We say school management advisedly, for we believe it to be one of the sacred duties of the teacher to see that, as far as possible, the classes be carried on in a breathable atmosphere.

To convince himself of the effect which the united breath of a class of children has on a room, the teacher has only to leave it and return after a short time spent in the outer air. The shock to his breathing organs produced by the "stiffness" of the school-room will be a striking lesson. If the room be not properly ventilated, the teacher will be, or ought to be, convinced of the responsibility which lies with him in subjecting a class of pupils to the vile air which so shocks him after he has taken a breath of the purer outside air. We have taken the liberty of translating from *Le Canada Français*, a few remarks which that paper makes on this subject. Under the heading "Let us Open the Windows," it says:

"To how many the idea of an open window causes a shiver, to how many more comes the thought of a draught as the equivalent of certain death; how often we find double windows, double doors, weather-strips at every chink and opening,—a complete system of fortifications against the assaults of the outer air! These habits, which have their origin in indolence, in the physical dread of exposing

one's tender skin to the slightest cold breath, are extremely pernicious. Twice as many persons become ill by living in an atmosphere insufficiently renewed as by exposure to the dreaded draught. The air in an occupied room will become incapable of sustaining life if it is not renewed: it becomes exhausted, losing its active constituent, oxygen, which is replaced by carbonic acid gas. Scientific men have, by numerous experiments, shown the necessity of renewing the air of living apartments. And I should like here, without wishing to hurt any one's feelings, to make an appeal to the teachers of our country schools. They may notice that at the opening of school, the children appear with fresh and rosy countenances; before a fortnight has passed the colour has vanished, their faces have become pale. What has happened? For six hours a day, these children have lived in a class room, huddled together, exchanging the poison from one another's lungs. And notice that this takes place even in spacious rooms, where each pupil has the cubic measure of air required to prevent the exhaustion of the oxygen. What must we expect when the room contains twice the number of pupils it was meant to hold? Do you wonder that the children become pale and sickly?..... At the conclusion of the class, let us open the windows and leave them open for an hour or more. The closeness will disappear, and teachers and pupils will be spared the frequent indispositions, brought on by living in an atmosphere which is unfit to breathe. Let us open the windows and get rid of this lung poison, that we are constantly distilling at each outward breath, and to breathe which again is, in very truth, to commit suicide." In reproducing the above, we do not wish to be understood to advocate the exposing of children to actual draughts while at their seats in the class room. But we think that every opportunity should be seized of airing the room during the pupils' absence from it, and every precaution taken to give the children as pure air as is obtainable. It will be for their good, physically and mentally.

Current Events.

—THE grounds and buildings, together with their equipment, of McGill University are valued at a sum very nearly equal to a million and a half of dollars. To this large amount Mr. W. C. McDonald, of Montreal, whose name is

prominent in the list of McGill's benefactors, has just added six hundred and fifty thousand dollars. This last donation is to be devoted to the erection of a new building for the departments of chemistry, mining and architecture. It is expected that ground will be broken this year, and that the new department will be ready in time for the opening of the College in October of next year.

—BY THE last annual report of the Corporation of McGill University, the total number of students in attendance in all the faculties is given as 1,241. The number of students availing themselves of the six years' course of arts and medicine is given as 16, a number which does not seem to us large enough to justify the weakening of the B. A. degree—none too strong, as it is—that must ensue from the granting of it to students who have not spent the regular four years in academic studies.

—THOSE of our readers who have followed what is known as the Bathurst School Case, may be interested in knowing that Judge Barker, of the Equity Court of New Brunswick, has recently given a decision in favour of the Bathurst school trustees and against the plaintiffs. The plaintiffs were Protestants who objected to the schools as being sectarian. The Court decided that the schools, as conducted under the authority of the trustees, are not sectarian, and that, if the rate-payers cannot send their children to them, it is their misfortune, and not the fault of the law.

—THE *Educational Review*, of St. John, N. B., says:—Last month was announced the gift of Asa Dow to the University of New Brunswick. This month we have to congratulate Mt. Allison University on the splendid gift of \$100,000 left by the late Mr. Massey, of Toronto. Where will the bequest fall next month?

—PROF. Arnold Tompkins, of the University of Illinois, is urging a new departure, in the admission to the university of students from the high schools of the state. The proposition in brief is that the university shall accept those whom the high schools send with the certificate from the principal of the high school and superintendent of the schools that they have done the preparatory work required by the University course, and are able to begin the work prescribed for university students in the department they seek to enter.

—IN Russia a project is on foot for fixing a maximum to

the number of students allowed at each University. At Moscow, the number has risen during the last thirty-five years from 1,600 to 3,500, and, if the rate of increase be maintained, the students will presently form an unwieldy, not to say dangerous, body. At St. Petersburg the number is 3,000, whilst the smaller provincial Universities, such as Kasan, are comparatively deserted. It is pointed out that great hardship would be involved if poor students in districts where the local institution was full had to seek instruction in remote quarters; moreover, it would be injurious if professors of rare eminence were not able to attract unusually large audiences. At Odessa, it has been proposed to found a special University for women. Noteworthy is the method by which the originator of the scheme suggests that the necessary funds might be raised. A tax of from one to two roubles could be imposed on every girl attending a high school; to the capital so procured voluntary contributions would be added. There is a possibility that the idea will be realized in the course of the next academic year.

—THE position of primary inspector is much coveted by French teachers; it is, in effect, their *bâton de maréchal*. For long, however, the nature of the examinations has been such as to exclude them, great as their experience and administrative capacity may be, from the office which is the object of their legitimate ambition. A suggestion is now made that a little less book-learning and a little more practical knowledge should be insisted on, and that the old and wise regulation of 1845 should be revived, which reserved one-third of the inspectorships for primary teachers.

—A MOVEMENT has been started in Egypt for improving the education of Egyptian girls. A small elementary Government school will be opened shortly at Cairo, where Egyptian girls will have new and all too rare opportunities of obtaining a good education. It has been decided to place an English teacher at the head of the school, and the appointment has just been made. The successful candidate, Miss Alice Forbes, was educated partly in France, received her professional training at the Cambridge Teachers' College, and was for some years a successful teacher in an excellent girls' school at Port Elizabeth, South Africa. The connexion which at present exists between England and Egypt should be an additional reason why English-women

and English teachers should watch with interest the movement to improve Egyptian-women—a movement which is all the more significant because it is not started by foreigners, but by the Government of the country. Self-reform is after all the only permanent reform, and English-women will doubtless hope that this new venture will prove a great and permanent success.

—THE British National Association for the Promotion of Secondary and Technical Education has done excellent work to advance the cause with which it is identified, and the eighth annual report is a substantial pamphlet recording substantial progress. The following figures, dealing with the increase of permanent landmarks, are interesting. There are now thirty-nine schools or institutions which have been transferred to the local authority for municipal management. Ninety-four technical schools, seventy of which involve an expenditure of £952,000, have been built or are in course of erection. With regard to scholarships, in the year 1894-5 thirty-nine Councils contributed about £55,000 towards the supply of teaching, while forty Councils provided 1881 scholarships, of the total value of £24,000.

—AN educational journal says that in more than one part of Scotland there is an excess of money available in the form of bursaries for promoting secondary education. In most parts of Scotland, teachers' salaries are by no means as large as they ought to be. These two facts may be commended to the careful consideration of those in authority. The bursary system is being overdone. Eminent authorities object to giving bursaries for the purpose of drawing the best boys of the parish schools into centres, arguing that while the bulk of the secondary education grants are fitly given to secondary schools, something should be done to maintain the old parochial ideal of Scotland, which aimed at making every parish school a nursery for the University; and they strongly object to the high-handed way in which some Boards are crushing out opposition to the selected centres of secondary education. On the other hand, it may be argued that secondary education will never be in a satisfactory state till the secondary schools are strong, and that the proper business of the ordinary public school is to supply elementary and higher grade - which is not secondary—education, and that, in carrying on this business, they

should be supported by the ordinary education grants. Advanced education in Scotland needs money, and it needs the support of enlightened and generous public sentiment—a sentiment that would make impossible such cases as we had two of the other day. In one case, a post that had been worth £600 per annum was advertised at £300 for the first year; in the other, a post that had been worth £550 was advertised at £400. Comment does not seem to be necessary.

—IN a recent number of *Our Dumb Animals*, Geo. T. Angell says: "We see that students at Union College have been committing a lot of burglaries in Schenectady, N. Y. Well—go on with your *scientific* education. Don't care a straw for humane education—that is of no consequence. By-and-by you will have lots of college students and graduates committing worse crimes than burglary. Go on teaching in the lower schools boys and girls to cut up cats. By-and-by you will have *plenty of railroad trains thrown off the track and lots of incendiary fires.*"

Mr. Angell makes a strong and stubborn fight against all forms of cruelty. In the above he refers especially to *vivisection*, which, it would seem, is used as a means of instruction in some of the schools across the border.

—AT a late meeting of the Toronto School Board, Dr. (Mrs.) Gullen victoriously led the opposition to the following recommendation of the managing committee, which had been referred back at a previous meeting: "That henceforth, whenever a vacancy shall occur in the principalship of any of our schools containing eight or more class rooms, the same shall be filled by a male teacher holding a first-class certificate, and having at least five years' experience in teaching." Mrs. Gullen moved that the clause be struck out, maintaining, with the arguments she has frequently urged, that brute strength did not make the male any better as a principal, and that female teachers were as capable of performing the duties of the office as men. Another point was that the resolution excluded many capable teachers who do not possess first-class certificates. The matter was debated and Mrs. Gullen's motion carried in committee of the whole.

Practical Hints.

The time for the teacher to dip into politics is fast approaching. The Dominion Parliament dies a natural death on the twenty-fourth of April. The elections will follow probably in May or in June, and every pupil's father and big brother will be wild with excitement. The small boy will cheer the candidates for the sake, principally, of making a noise and, incidentally, of showing his filial piety and fraternal loyalty. Even the girls will wonder what it's all about. The teacher should take advantage of all the enthusiasm that runs to waste from the unfranchised and juvenile mind. Every boy and every girl ought to have clear, even if elementary, notions of the functions and the methods of government under our democratic forms.

Let the teacher first inform himself as to the significance of such words as cabinet, premier, government, executive council, departments, portfolio, opposition, ministerialist, governor-general-in-council, order-in-council, bill, common, senate, parliament, etc.

Let him have or get a clear conception of the procedure to be followed after the general elections if the Conservatives come back with a majority, with a minority; if after the meeting of the House of Commons, the Conservative, or Liberal, majority should become a minority. In short, the teacher should understand the methods of government thoroughly, and should then explain and exemplify them to the pupils at a time when a lasting impression will be made.

Of course, we suppose that every teacher has the common sense to avoid discussing in the class any question of pure party politics or expressing a preference for any party policy.

If he cannot dip into politics, as we have already expressed it, he can make use of political excitement to give his lessons effect.

If the teacher doubts his own ability to give instruction in this subject, he should purchase Bourinot's *How Canada is Governed*, published by Copp, Clark & Co., Toronto. It can be had from any bookseller, at one dollar a copy. Every teacher should have it.

ARBOR DAY.

ARBOR DAY comes this year on the 4th of May for the Western, and on the 11th for the Eastern part of the Province. The Superintendent has issued a circular to the School Boards of the Province, urging them to make provision for the planting of trees in each School District.

We believe the teacher's co-operation is essential to the success of any undertaking that has to do with school children.

Wherever Arbor Day is understood simply to be a holiday, it is of no value at all. If the teacher cannot arrange for the planting of trees, let him make use of Arbor Day for special exercises of an educational value in the direction of forming an appreciation of the value of our forests as a source of wealth, as affecting climate and water-ways, as beautifying the landscape.

“Plant trees for beauty, for pleasure, and for health ;
Plant trees for shelter, for fruitage, and for wealth.”

ARBOR DAY ARITHMETIC STATISTICS AND HINTS.

There is an annual wage list of over thirty million dollars in the industries in Canada that depend for their existence upon the wood supply.

How many families will that sum support at four hundred dollars a year ?

How many persons, reckoning six to a family ?

There are about 19,000 miles of railway track in Canada.

At 3,000 ties to the mile, how many are in use? Assuming the life of a tie to be seven years, how many are needed annually for renewals?

530,000 acres a year are required to renew the ties. How many ties does each acre produce? :

In 1890-91 Canada exported \$27,707,547 worth of wood articles. How many dollars per head of population did that bring into Canada ?

The lumber carried by railways makes nearly one-fifth of the total freight carried ; by canals, two-fifths ; by ships, nearly one-fourth.

The leather tanning industry, the match industry, the agricultural implement industry, the pulp industry, depend entirely or largely upon our forest productions. Mention others.

The Province of Quebec has about 115,000 square miles of forest. Is it worth saving? The farmer takes his ordinary harvest off the fields in the autumn and sows seed again in the spring. He takes of the forest harvest which has been growing for thirty years, but does not provide for a future harvest. Is this reasonable?

Have your pupils make up list of the principal varieties of trees.

The natural wealth of Canada consists of her farms, her forests, her fisheries and her mines.

Give fools their gold and knaves their power ;
Let fortune's bubbles rise and fall ;
Who sows a field, or trains a flower,
Or plants a tree, is more than all.

For he who blesses most is blest ;
 And God and man shall own his worth,
 Who toils to leave as his bequest,
 And added beauty to the earth.—*Whittier.*

Read to the pupils or have them learn such verses as those above, Bryant's Forest Hymn, the first seven lines of Evangeline, Woodman Spare That Tree, and other of a similar character.

These hints are hurriedly thrown together. The live, energetic teacher can amplify the thought, and make a successful Arbor Day from the material given here. How many will try it?

SOME PROBLEMS WITH THE NINE DIGITS.

1. Find their sum.
2. Find the difference between the sum of all and the last three numbers.
3. Find the product by multiplying together every other number, beginning with one.
4. The same, beginning with two.
5. Find the difference between the two products in 3 and 4, and multiply it by their sum.
6. Find the product of all the numbers multiplied together.
7. Divide this product by their sum.
8. Find the difference between each number and 100, and find the sum of the remainders.
9. Multiply each number by itself, and find the sum of the products.
10. Double each number and find the sum.
11. Multiply each number by the last number, find the sum of these products, and divide it by the sum of the nine digits.
12. Find the product of the sum of the first three numbers by the sum of the last three, and divide this by the sum of the second three.
13. Find the difference between each number and each number multiplied by itself, and find the sum of the remainders.
14. Find the sum of the odd numbers, then of the even numbers, then the product of the sum of the other.
15. Find the least common multiple of the nine digits.—*Winthrop.*

THE DULL PUPIL.—Do we not make serious mistakes in that we are always ready to censure the slow pupil?

Here is little Olga, naturally timid, and seemingly dull. She is constantly failing. The teacher takes great pains to notice it, and when she calls her arithmetic class, she keeps before her mind the too oft-repeated failures of the child. On calling for 4×5 , and all hands are raised save one; the child notices her teacher looking at her, and immediately becomes confused. Sar-

casm and disgust are plainly written on the teacher's face. With, "Of course, Olga, you don't know; you never do!" she passes on. Is not this a cruel thrust? Do we consider what we are doing? Do not let us make the dullard believe he "never knows," but help and encourage him with kind words and gentle ways. Let us cheer him on to quicker ways; encourage him with gentleness and sympathy. How much better for Olga if her teacher had said, "What Olga! Don't you know? I'm sure you can answer as well as the rest. Now think a little while, and let me see your hand, too." Thus by encouraging, we give them faith in themselves, and strength to do what before was seemingly hard. Dear comrades, if we have an Olga, do not let us chill all that is best in her, but help along a thousand times rather than hinder once.

"It is not so much what we say,
As the manner in which we say it."

Primary Education.

—THE following lines on the "The Uses of Steam," taken from *St. Nicholas*, may serve as the basis of many interesting discussions in the class-room:

It lifts, it lowers, it propels, it stows.
It drains, it ploughs, it reaps, it mows.
It pumps, it bores, it irrigates.
It dredges, it digs, it excavates.
It pulls, it pushes, it draws, it drives.
It splits, it planes, it saws, it rives.
It carries, it scatters, it collects, it brings.
It blows, it puffs, it halts and springs.
It bursts, condenses, opens and shuts.
It pricks, it drills, it hammers and cuts.
It shovels, it washes, it bolts and binds.
It threshes, it winnows, it mixes and grinds.
It crushes, it sifts, it punches, it kneads.
It moulds, it stamps, it presses, it feeds.
It rakes, it scrapes, it sows, it shaves.
It runs on land, it rides on waves.
It mortises, forges, rolls, and rasps.
It polishes, rivets, files and clasps.
It brushes, scratches, cards and spins.
It puts out fires, and papers pins.
It weaves, it winds, it twists, it throws.
It stands, it lies, it comes and goes.
It sews, it knits, it carves, it hews.
It coins, it prints—aye!—prints this news.

—MANY of your children have, no doubt, wondered what it is that makes the snow so white. They will listen eagerly to this explanation, as given by one of our exchanges:

You know that the snow is frozen water. When the snowflakes first start from the clouds they are very, very small water-drops. There are so many of them, and they are so close to one another, that they freeze into tiny balls. After a while a sunbeam peeps out at them and says "What a lovely place! how many beautiful rooms for me to play in." So little sunbeam goes dancing from one of the tiny rooms to another. He leaves a bright light in every room. By the time the little ball reaches the earth he has left a bright ray of sun in each of them. All these little lights shining in the tiny water-drop house make it look white. Little snowflakes always have six sides, or points. Now, if any one asks you why the snowflakes are white, what will you tell them?

—LET the teacher submit himself to the following examination on "School Punishments." The thoughts brought up by the various questions will be productive of good:

1. What two general classes of moral action are there in school life? Give illustrative examples.

2. Illustrate the quotation. "Not law but drill."

3. What do you think of prohibitory rules with fixed penalties?

4. Are we justified in adopting a rule before we are sure of its enforcement? Why?

5. Should there ever be "dead statutes" in a live school? Why?

6. In the absence of a rule against a certain offense, may the teacher punish for the offense? Why?

7. Is it any more the duty of the pupil to obey than it is the teacher's duty to enforce obedience? Illustrate.

8. What are the chief disadvantages in having too many penal offenses in school?

9. What is the true test of the efficiency of school discipline? Illustrate.

10. What are the ends or objects of school punishment?

11. Does a pupil who deserves punishment always need it? Give examples.

12. How may punishment reform the wrong-doer?

13. How may punishment deter others from wrong-doing?

14. In this case is an appeal to fear legitimate in school discipline?

15. When is punishment justifiable?

16. What may we consider condemnation of wrong-doing and the end in punishment?

17. What place does this end of punishment have in schools?

18. Name the chief characteristics of effective punishment?

19. Comparative effectiveness of *certainty* and *severity* of punishment?

20. What can you say of the importance and best methods of detecting offenders?

21. Why should a punishment bear a just relation to the offense ?
22. What are the effects of unjust punishments ?
23. What are the effects of uncertainty of punishment ?
24. What is the tendency of public sentiment as to severity in punishment ?
25. What lessons may be drawn from England's capital punishment and Napoleon's "Bloody Code?"
26. What do we mean by saying that punishments should be natural ?
27. Explain Herbert Spencer's Discipline of Consequences ?
28. Give examples to show the propriety of forfeiture and restitution as punishments ?
29. What factor is the teacher in an ideal school discipline ?
30. Show the relation between school and family discipline ?
31. "Do yourself what you would have your pupils do." Show the force of this principle in the training of children.

—THE FOLLOWING is an analysis of an address and exercise on school composition given by Mr. Keogh, Principal of the Peterboro separate school, at the Institute recently held in that town. It is not likely that the abstract does full justice to the address, but it contains hints which may be useful to many teachers.

Mr. Keogh defined composition as the art of finding appropriate thoughts on a subject and expressing them in suitable form. Entrance composition means less than the general term "composition," and Mr. Keogh read the syllabus of the work as outlined by the Educational Department for entrance classes. The subject of composition has two aspects—invention and style. With the latter, entrance work chiefly deals, though there is much to be done in the line described as invention.

Mental power is based on mental order, hence to train the mental power we must give them a training in mental order. All that can be expected in the entrance class is a beginning in this line.

The first laudable object in teaching composition is giving the pupil a good English style, then training to habits of mental order, then the ability to write a good composition. Entrance composition presupposes much knowledge on the part of the pupils along the line of grammar, and much of the work mentioned under the title of composition might better be included in the grammar period. Pupils lack variety of expression because their vocabulary is limited.

Train pupils thoroughly in literature, teach them to use their dictionaries, and the result will be a great increase in the vocabulary of the pupil. Words are to ideas what the body is to the soul, and clear thought does not always beget clear expression. Pupils have to be trained to express their thoughts logically, coherently and suitably. Choose subjects familiar and interesting to the pupils.

Mr. Keogh used the convention as a class, and by questioning its members secured a number of thoughts on the subject, "Thanksgiving Day." These he wrote on the board as given, that they might be rearranged and serve as an outline for a written composition, to follow the oral expression of ideas.

Mr. Keogh favoured completing each paragraph as it is written, rather than going over the whole composition afterwards. Pupils may read their compositions and a joint composition may be worked out on the board afterwards. Call attention to the excellences and defects. Have pupils write the compositions at school. It is well to have pupils form plans of their own, occasionally select their own topics, and write compositions independently.—*Educational Journal*.

—REVIEW QUESTIONS.—How is commerce between distant nations generally carried on? Which class of vessels is more dependent upon winds? What sometimes prevents a sailing vessel from making a direct course? Where is the region of trade winds? Why so called? In what direction do they blow? Are they *east* or *west* winds? What are monsoons?

What is the direction of the winds of the Temperate Zone? Of the Torrid? Which blow more steadily? Voyages from the Atlantic ports of United States to Europe. What zone? What winds?

Voyage from Atlantic ports of United States and Europe to Asia and Australia. Through what belt of winds must the ship first pass? What belt follows? What belt south of the trade winds?

Suppose a vessel, bound from Portland, Maine, to Calcutta, arrives in the Indian Ocean in December, will she find the monsoons favourable or unfavourable? If she goes from Calcutta to, Cape Town, in what months will she make the quickest passage?—*Popular Educator*.

—THESE notes on the teaching of arithmetic, from the *Educational News*, are by W. H. Maxwell, Superintendent of Schools, Brooklyn.

1. Arithmetic furnishes the most valuable field in the entire curriculum for training the reasoning powers, and is also of the utmost practical utility. These two objects should be kept constantly before the mind of the teacher.

2. Since the practical side of arithmetic furnishes abundant material for disciplinary purposes, all rules and problems should be eliminated from the class-room.

3. Long and intricate examples should not be used, particularly in primary grades.

4. Concrete problems should always accompany abstract work, but should, in the primary grades, be simple and easy of solution, and never in advance of the undeveloped reasoning powers of the children.

5. The first steps in number should be illustrated objectively ; but such illustrations should not be continued after the properties of a number have been thoroughly learned.

6. Tables of weights and measures, the fundamental operations of fractions, and the solution of problems in mensuration, should, as far as possible, be taught objectively.

7. Every operation in arithmetic should be performed orally before written problems are submitted, and the only difference between oral and written problems should be the greater simplicity of the former.

8. The method of solving every problem should be stated by one or more of the pupils, but set formulas for such explanation should be avoided.

9. In every grade, pupils should be required to invent problems for the class to solve.

10. Concert recitation of tables should never be permitted.

11. The arithmetic lesson should generally be a class exercise. When an oral problem is given it should be solved by every member of the class, and answers should be written at a given signal. In written work, as many children should be required to work at the blackboard as can be accommodated, while the remaining members of the class are working on their slates. After the solutions are worked out, they should be discussed by pupils and teachers, corrections made and explanations given.

12. A teacher should not waste the time of her class in marking the exercise of each pupil as right or wrong.

13. A rule should never be memorized until the principles on which it is founded are understood.

14. The long explanations of rules in the arithmetics should not be memorized. Such explanations should be discovered by the pupils themselves through skilful questioning on the part of the teacher.

15. As the power of working practical exercises generally runs considerably in advance of the ability to understand the reasons upon which rules are founded, the elucidation of the reasons for the more difficult rules should be deferred until a late period in the course.

16. Frequent reviews are necessary in arithmetic. Once a week at least a part of the arithmetic hour should be devoted to review exercises.

A HABIT of forgetfulness is one of the greatest hindrances in all business and social relations, yet our modern style of life and education is certainly injurious to the memory. The old methods of learning by rote have fallen into disfavour, and there was much to say against them as a hindrance to originality ; but there is a time in every child's life when learning by rote is a useful thing, and it is at a very early age, for the minds of young children, not being occupied with so many

things as those of their elders, they are in a more retentive state than later on. Every mother has been struck by her child of two or three years remembering perhaps for some months where a certain thing is placed, or some little events of our early youth more forcibly than those of even a few months back. It is possible to begin to cultivate the memory as soon as a child can talk, when it should be made to describe everything it has seen during its morning walk, or to repeat some little story that has been told to it, or a short lesson which has been learned. Every teacher, before beginning a new lesson, should make sure that the lesson of the day before is retained and understood, for the more we overcrowd the little brain in the attempt to force knowledge upon it the less we impress upon it for future use. It is the experience of all those who have crammed for examinations that as soon as the examination is over the undigested knowledge passes away, and similarly through life. Unless an item of knowledge is assimilated it becomes as useless to the mental system as an undigested article of food to the bodily system, and in both cases they act as an irritant, interfering with the proper digestion of other matter. In a well ordered mind the facts remain and points are, as it were, pigeon-holed in such a way that they can be brought out immediately when required. There are untidy brains, in which the objects of knowledge are confused and not ready to hand, so that they may turn up at unexpected moments, but not just when wanted, in the same manner as there are untidy drawers, wardrobes and rooms, and to cultivate a habit of mental order, as well as one of physical order, should be the earnest desire of every mother and teacher.—*Home Notes.*

—THE BRITISH NORTH-WEST—Far to the North-west, beginning ten days' journey beyond Great Slave Lake and running down to the Arctic Ocean, with Hudson Bay as its eastern and Great Bear Lake and the Coppermine River as its western boundaries, lies the most complete and extended desolation on earth. That is the Barren Grounds, the land whose approximate 200,000 square miles (for its exact area is unknown) is the dwelling place of no man, and its storms and sterility in its most northerly part are withstood the year round by no living creature save the musk-ox. There is the timberless waste where ice-laden blasts blow with hurricane and ceaseless fury that bid your blood stand still and your breath come and go in painful stinging gasps; where rock and lichen and moss replace soil and trees and herbage; and where death by starvation or freezing dogs the footsteps of the explorer.

There are two seasons and only two methods of penetrating this great lone land of the north—by canoe, when the water-courses are free of ice and snow-shoes during the frozen period, which occupies nearly nine of the year's twelve months. The deadly cold of winter and greater risk of starvation, make the

canoe trip the more usual one with the few Indians that hunt the musk-ox. But, because of the many portages, you cannot travel so rapidly by canoe as on snow-shoes, nor go so far north for the best of the musk-ox hunting, nor see the Barren Grounds at their best or worst, as you care to consider it.—*Harper's Magazine.*

Official Department.

DISSENT.—The attention of all interested persons is called to the fact that notice of dissent must be served before *the first day of May*, in order to take effect in July 1896.

Correspondence, etc.

To the Editor of the EDUCATIONAL RECORD,

DEAR SIR,—As a teacher, I have been long of the opinion that the slate should be banished from the school-room. I fail to see any good qualities in it, unless it be the ease with which erasures can be made. This seems to me to be a negative virtue, for the very fact of a slip being so easily rectified without leaving any trace, is conducive to carelessness. In these days, when scribbling paper, as it is called, is so cheap, in my humble opinion it should be used in all our schools to the exclusion of the *noisome slate*. I send you herewith, two clippings, which show that, on the other side of the line, the reformer is on the track of the slate and seems determined to oust it from the class-room.

I wonder if any of our more conservative teachers can adduce anything in its favour. I shall be very much astonished if a champion does not appear from some quarter of the province to defend an "old institution."

Yours, etc.,

ANTI-SLATE.

"The use of slates has been abandoned. In the lowest grades, the pupils write with lead pencil, on paper. Ink is introduced as easily as in the Second Grade. The vertical script has been adopted in all grades. After the first few years, when simple standard forms of letters have been taught, individual differences are permitted to assert themselves. The aim is at plain, legible writing, and individual character."—*Workingman's School, New York.*

A writer in the *San José Mercury* says: "The slate must go. It is noisy, dirty, soon becomes greasy, and consequently the writing upon it is illegible and strains the eyes. There is not enough contrast between the slate and the writing at best to make the use of the slate aught but a menace to the eyesight. Besides, the use of the slate is contrary to sanitary principles. The children use them as cuspidors, their slate rags or sponges

are dirty, there is always a foul, fetid atmosphere in a room where slates are used. Writing with a slate pencil is conducive to a hard and cramped style of holding the pen or pencil in after years."

Books Received and Reviewed.

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

As a continuation of its series of articles on the "Case of the Public Schools," the *Atlantic Monthly* for April has a paper on the "Teacher's Social and Intellectual Position," by F. W. Atkinson. The first paper of this series, by Dr. G. Stanley Hall, in the March *Atlantic*, created quite a stir in educational circles, and it would seem that this discussion of the status of the public school will prove most interesting to teachers everywhere. The rest of the contents of the *Atlantic* consists of the usual high class current literature.

Current History, for the fourth quarter of 1895, presents the usual excellent epitome of the world's history, as it is unfolding itself before our eyes. Among the great number of subjects treated of in this number are "The Venezuelan Question," "The Crisis in the Ottoman Empire," "The Cuban Revolt," "The Cotton States Exposition" and "Canadian Affairs." *Current History* is published by Messrs. Garretson, Cox and Company, Buffalo, N. Y.

The *Monist*, quarterly, and the *Open Court*, weekly, two philosophical journals edited by Dr. Paul Carus, are worthy of their editor. The *Earth* is the comprehensive title of a new periodical, published monthly at Des Moines, Iowa. The first two numbers show an excellence which, if continued, will ensure the success of the *Earth*. The new magazine is devoted to geography and correlative subjects, and is issued at the low price of fifty cents. The *North-West Journal of Education* is another bright teachers' paper, which hails from the far West. Its pages, however, show much need of the services of a proof-reader.

Massey's Magazine is one of the latest additions to Canadian periodical literature. The numbers we have seen present an agreeable appearance, the matter being of good quality and the illustrations good. *Massey's* is thoroughly Canadian in tone and deserves the kindly reception which it seems to have met with at the hands of the reading public of Canada. It is published by the Massey Press, Toronto

GRAMMATICAL ANALYSIS, by H. J. Strang, B.A., and published by the Copp, Clark Company, Toronto, is a comprehensive little treatise on the construction of the sentence, and, we are sure,

will be found to be of great service to teachers of English. The book is divided into two parts, Part I. dealing with the sentence in all its forms, the various steps being illustrated by examples and models, Part II., which is also published in separate (paper) form for the use of classes, consisting of about 250 selected sentences and passages suitable for analysis.

MILTON'S *L'ALLEGRO, IL PENSEROSO, COMUS AND LYCIDAS*, edited by William P. Trent, M.A., and published by Messrs. Longmans, Green and Company, New York and London. This is a recent addition to *Longmans' English Classics*, a series we had occasion to praise very highly in former numbers of the RECORD. This edition of selected poems of Milton is all that could be desired in every particular, and is published at a remarkably low figure.

ALGEBRA FOR SCHOOLS AND COLLEGES, by William Freeland, B.A. There is certainly no dearth of text-books in these days. We are indebted to the same gentlemen, Messrs. Longmans, Green and Company, of London and New York, for this carefully prepared work on Algebra. It is addressed specially to students, and presents the matter to them in a lucid and gradual manner, in such a way as to help them to the utmost in getting a firm grasp of the subject in its different parts. The examples appear to have been selected with care, and answers to them are printed in a separate pamphlet and will be furnished, free of charge, only to teachers using the book, or to students upon the written request of such teachers.

HINTS ON TEACHING ARITHMETIC, by H. S. MacLean, and published by the Copp, Clark Company, Toronto, is a practical little book on number work, for teachers, more especially in the elementary classes. But teachers of all grades will find many suggestions of great value to them in conducting their arithmetic classes. For so small a work it is commendably exhaustive, and, among other things, outlines a course of study in numbers which, if followed, will ensure in the pupils a full knowledge and clear conception of the subject. The price of the "Hints" is fifty cents (cloth.)

ELEMENTARY ARITHMETIC, by Thos. Kirkland, M.A., and Wm. Scott, B.A., and published by the W. J. Gage Company, Toronto, and THE PRACTICAL SPELLER, published by the same. Owing to the continued and increasing demand for these well known elementary text-books, Messrs. Gage and Company have issued a new and revised edition of each. It is the 200th thousand of the Speller. In the case of the Arithmetic, many new features are to be noticed. It is printed in larger and clearer type; some fifty pages of new matter have been added; it has been completely revised by the authors and additional exercises have been added; the part treating of Commercial Arithmetic has been re-written; a new chapter on Mensuration has

superseded the old one on measurement; and there is a chapter on the metric system, which of itself is a valuable addition. These books are too well known to our readers to require any further notice at our hands.

The Atlantic Monthly has made an inquiry of ten thousand teachers and superintendents of public schools concerning the actual status of teachers and the schools in every part of the Union. The replies from the best informed men in the work in every State give at first-hand information that contains much encouragement, but much discouragement also. The excessive size of classes, the instability of great masses of teachers, the insecurity of their positions, in some communities the petty political and religious interference—these “confessions” are startling and shocking. A general summary of the results of this interesting inquiry by President G. Stanley Hall is given in *The Atlantic Monthly* for March.

Our thanks are due to the United States Commissioner of Education for a copy of his report for 1892-93. It is most comprehensive and deals at length with the educational side of the Columbian World's Fair in addition to the usual year's history of public instruction in the United States.

COLERIDGE'S *THE RIME OF THE ANCIENT MARINER*, edited by Herbert Bates, A.B., and published by Messrs. Longmans, Green and Company, New York and London. This admirable edition of Coleridge's well known fairy tale in verse is the latest issue of *Longmans' English Classics*, and merits all the praise that we have, in former numbers of the *RECORD*, bestowed on the other volumes of this series. The introduction is very complete. We notice that Mr. Bates combats the prevailing idea that “things are not what they seem,” and that, of necessity, a poem must mean more than the poet has expressed. He also gives this good advice to students of the poem: “Do not make of the poem a combined edition of grammar, spelling-book, dictionary, rhetoric and encyclopaedia. It is a poem, and as a poem it should be studied.”

OLD SOUTH LEAFLETS, published by the Directors of the Old South Studies in History, Boston. They are reprints of important original papers, accompanied by useful historical and bibliographical notes, and should be of great service to all students of American history. Number 65 contains Washington's Addresses to the Churches (1789-1793).

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