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Articles : Original and Selected.

ETHICS IN THE PUBLIC SCHOOLS.

By W. E. RUSSELL, B.A.

The character of the legacy of one generation to its successor can be approximately foreknown by a study of the ethical instruction given to the members of that coming generation.

While the voice of the people is almost an unit in advocating education, it is a dire misfortune that common usage has limited the term to mean, mainly, intellectual development. Moral education, vastly more important, is deemed an adjunct worthy only of minor consideration. For the fruits of this sinful error, we need only to turn, for convicted examples, to our penitentiaries and jails; for a more harmless class, to the dishonest and conscienceless knaves, cloaked by respectability, who openly make war on human happiness with the weapon of quickened intellect; for results, to the almshouses, pauper hovels, and dens of misery.

On History's page we find the record of a corresponding increase of vice with intellectual development unless that development is tempered by moral education; we note, further, how far more insidious and dangerous are the glossed vices of intellect than the coarse sins of ignorance. The dramatist adds to the evidence of history by giving us a Mephistopheles and an Iago. The Blind Poet makes the climax to the sad picture of intellectual wickedness by the monster Beelzebub.

But surely such apathy to the importance of moral education does not characterise religionists! Nay, and yet the sad results

outlined before are due, paradoxically, more to religionists than non-religionists: each sect realises fully that moral education is the foundation-stone upon which it must build the super-structure of its religious doctrines, and each sect arrogates to itself the privilege of laying that foundation in the halls of the Sabbath-school and church. Sad error, to expect a few hours once a week to supplant the worldly impressions upon an unceasingly active and imbibing brain during the six whole preceding days!

True, says the Sectarian, I admit that the crumbs of ethical instruction taught by us to the children of our faith does not offset, as a rule, the wickedness that thrusts itself upon and around them at all times; but what else can we do? We cannot permit the prerogative of laying the foundations to our doctrines to be assumed by others who may build them in opposition to our faith. True, say I in reply, and now that we understand each other, allow me to suggest a basis of a simple system of ethics for public school instruction which will compromise the difficulties named by each of us.

In leading up to the basis, which you will find very trite, so far as theory is concerned, but unfortunately too near in application, permit to generalize briefly upon some of the points at issue.

What is religion? What is *your* religion? Is it according to the brief definition of "an aspiration to live in accord with truth?" Do you answer yes, with the modification that "truth" be considered not an abstract term but as a synonym of the condensed result of your own tenets? May I then suggest my own definition of true religion as being: A conscientious realization and acceptance of responsibility to God, Fellowman, and Self.

Whatever else your sectarian views may prescribe, you, along with all religionists, must perforce agree that the prime work of your organization is a counteracting influence against sin. While methods may differ in nature and adequacy, there is at least, in such a purpose, a common cause and interest, a common enemy to fight. Waiving the origin of original sin, and judging from known effects, to what can we ascribe the most, if not all, of the prevalent sin? An answer seems unnecessary, since to each thinking mind the evils that curse the world flow directly or indirectly from the one great satanic attribute of humanity—selfishness. To this monstrous viper can be traced the cruelty of despotism, the persecution and oppression of the weak, the blood-thirsty wars of conquest, the brute-like antagonism in the daily battle, each man against his

brother, so-called by the sophistry of selfish philosophy the "survival of the fittest." The woes of nations, the woes of families, the woes of individuals spring in great part from the same black fountain.

In fighting this prolific parent of misery and vice, united effort on a common platform will serve to lay the solid rocks with which the cement of special sectarian instruction will combine to build a sure and lasting foundation.

Wherefore then delay in adapting the ethical instruction in our public schools to that common platform upon which all sects can agree? What is that platform? Simply nothing more nor less than the Golden Rule, "Do unto others as you would have them do to you."

Oh, what a vast amount of misery would have folded its sable wings and flown away ere this, had the practical application of this well-named rule been a matter of conscientious endeavor and anxious work in the instruction of the young! Why shall we endeavor to impress upon youthful minds abstract ideas of right and wrong and duty, abstruse in their nature and puzzling even to mature intellects, when each child has *inherited* a trait of character which can be so easily made the criterion for a system of ethics superior to all codes laid down in text-books. The innate selfishness of the child, as yet unhardened by the cruel contest of life, will present, under the Golden Rule, a precise and ever ready standard in concrete form to guide all actions. During this impressionable period of life, when the philosophy of individual interest has no weight, the simple admonition, wisely taught, to do unto others as they would be done by, will find a ready soil and a grand harvest.

Who can imagine a more beautiful sight than innocent childhood bestrewn with the virtues of kindness, sympathy, generosity, and crude justice!

How is the Golden Rule to be taught? By those various ingenious methods which are used in inculcating other ideas. First, and in fact mainly, by emulation. The experience and testimony of instructors and students of child-life agree that the natural pride of each child gives a subjective *abetting* force which makes emulation the strongest factor of progress. The methods based upon fear are happily being abandoned to a great extent, since it needed not a sage to discover that by such was produced in the child a natural antagonism.

If the prizes, preferments, words of commendation from teacher, parent, and public, now given to intellectual progress, were also given to moral progress under the Golden Rule, we

would have a rising generation that would place the brand of shame upon the gross meanness and vileness of their ancestors.

Second, by example. The far-reaching responsibility that attaches to those who mould future mankind must have an additional requirement. One of the most important qualifications of a teacher should be a conscientious gentleness and sympathetic nature. Who can wonder that manhood should so oft be contemptibly mean, when childhood so oft receives its moulding impress at the hands of a sour, disagreeable, unsympathetic and revengeful teacher.

"The pitiful wreck of the present
Bears the past's bitter-sweet on its breath."

Such a simple system of ethics in the public schools would not only remove the objection as to antagonising various religious beliefs, but what is vastly more important, would build a foundation for a moral character for each of the thousands of children who now receive intellectual education at the expense of the state, but are not included in the Sabbath-schools and churches.

Shall the state place in the hands of its future guardians mind-knowledge, and, in thousands, leave the heart, the citadel of right and wrong, to grow up with pestiferous and rank weeds? Shall we be unmindful of the causes of the fall of other republics? Shall liberty be a term with a real practical meaning rather than a topic of spread-eagle laudation on anniversaries? Shall the legacy to the coming millions be a blessing fraught with happiness and peace, or the same continued vendetta handed down from time immemorial? Shall life be worth the living? Then hasten ye men of purpose, ye leaders in the van of true progress, the day when the doctrine of peace, good-will and truth will have for its rising champions the thousands of the onmarching generation.

DR. HARRIS' REPLY TO THE TEACHERS OF TORONTO.

We have great pleasure in presenting to our readers the address delivered to the teachers at Toronto, by Dr. W. T. Harris, United States Commissioner of Education, in his response to the welcome of Canada to the National Education Association at Toronto.

"In behalf of the people of the United States I thank you for this cordial welcome to your hospitable city. We have long heard of your thrift and of the sobriety of your manners, and we have listened with great interest to the story of your happy

adjustment of local self-government with centralized power, The fame of your educational institutions has created in us a warm desire to come to your province and see for ourselves. We come not as entire strangers, nor indeed as people differing widely in language or in political institutions; on the contrary, we claim close relationship, almost brotherhood, as descended from a common mother nation, the great Anglo-Saxon Empress Britannia, ruler of the seas. We are the elder and you the younger offspring of that nation, whose glory in the world's history is that of the invention of local self-government, the greatest political device ever invented by man for the protection of the individual and the preservation of his liberties. Like all contributions to the forms of civilization, this device is not the invention of theoretical thinkers. It is something far deeper. It was born of great national struggles, the collision of races, the Celt, the Saxon, the Dane and Norman meeting in bloody conflict, and the innate stubbornness of each furnishing an element in the four-fold product, the British constitution. The mutual toleration, the sense of fair play, the readiness of all to defend each in the exercise of his individual prerogative, the profound respect for established law—those characteristics belong essentially to the original people that invented local self-government.

We both of us here unite in gratitude towards that common ancestor who is still young in strength and beauty. But we must remember at this point that you are still living in the old family as an integral part of it. We have long since gone out from that family. But, while no one of us regrets our separate independence, we do not for a moment suppose that we have taken with us all the good things. In studying your own social and political forms we see that you who still hold fealty to the British flag, have preserved much that we may well imitate. Your union of central and local powers is more perfect than what we have yet achieved in the States. Our own history, beginning with a bloody revolution, has always shown a tendency in the people to dread the centralizing of power in the government. There is a deep jealousy, even at this late day, of centralized power. The consequence of this has been that we have never evolved that perfect balance between local and central powers. We behold in your Dominion a more perfect balance in this respect than we have been able to attain. We see this in your political government and in your schools. It is a great opportunity that we have, and we rejoice in the opportunity to study and learn from a fresh

experiment at local self-government and the preservation of it by common School Education.

You too, like ourselves, have your conservative support in the education of the youth, and your movements in this great cause have attracted our attention for a long time. The honored names, honored wherever educational history is studied, the honored names of Ryerson, Hodgins and Ross, stand for us as significant of new departures full of promise in educational methods and organizations. We thank you for your hearty reception; we congratulate you on the liberty and the prosperity which you enjoy within the old national family. May the day when you shall feel a necessity for a separation from that family never come. But let another and different day draw near when all English-speaking people shall form one grand confederation of independent nations—settling all questions of difference by international conferences. On the basis of local self-government there is no limit to the extent of territory that may be united, for, according to its principle, each province, each section, governs itself in all local interests. Only in common interests is there a common authority. Only in supreme concerns does the supreme power interfere. Let us all who have a common share in Runnymede and in Shakespeare, and who love England and Scotland as the home of our ancestry, let us study here the problem of education in the light of our similar social and political problems, being assured that a civilization whose symbols are the railroad, the public schools, and the morning newspaper, shall find in this study the best key to its sphinx riddles and the perplexing issues which the time and spirit offer to our people. Teachers and citizens of Canada, we, as your cousins and brethren, thank you."

Editorial Notes and Comments.

—As a sequel to the article inserted in our last issue on Moral Training, we venture to publish this month a somewhat honest-sounding plea for the right understanding of the scope of such moral training as may be supervised in the Common School. In these days, when the purer citizenship of Canada is wrestling with wickedness in high places, and when the origin of the political obliquity, whose exposure has brought so much shame to the whole country, is being searched for, it will be all but a marvel if the blame be not laid by some one on the early training provided by our school systems. The Common School has become more or less of a scape-goat in these days; and

yet, in discussing this question, we must not lose sight of the fact that, though the responsibility of a national depravity does not rest altogether upon any individual social element, the corrective of such is, for the most part, to be found in the family and in the school. There is a responsibility in this matter which the supervisors of our school systems cannot afford to overlook. The shirking—or, to put it in a milder phrase, the overlooking—of this responsibility has been indirectly referred to by the *Phrenological Journal* in a second article on the question, and, should any of our readers think we have been taking up too much space on the subject, our escape from blame is in the following:—

“A dozen or more periodicals devoted to education in different spheres, from the Common School to the University, are before us. We have scanned them in vain for a vivid suggestion that may be employed in this discussion. A variety of topics of pedagogical interest appear, many of them considered in the definite and direct style of the experienced teacher. Special directions are given with regard to teaching this or that department of study, as arithmetic, history, reading, grammar, elocution, the classics, the sciences, etc., etc., all, doubtless, of value to the teacher who would obtain good results in his classroom. We note two or three essays in mental philosophy, in which the nature of consciousness, of its “varying states” of mediate and immediate knowledge, of perception, etc., is the burden of talk, and in the manner of the current treatises. We note also a brief note or two in the line of school discipline. The writers tell how attention may be kept, and conjecture the reason why some teachers are incompetent in managing a room full of pupils, for the most part attributing their unsucccess to “bad methods,” with a possible want of “knowledge of human nature.” This last phrase we assume to mean a natural gift in the discernment of character, an element that seems to be wanting in most teachers of the day, especially the younger class.”

Though the writer seems to have but a limited knowledge of the many educational periodicals of the continent, and is a little too sweeping in its animadversion on our teachers, it is impossible not to agree with him in his plea for more than a mere teaching faculty in the teacher:—

“We hold that the good and thoroughly capable teacher is well endowed with the faculty of human nature. The careful study of pedagogical methods by one who has a well-stored mind and fair self-control may fit him to form the duties of a

teacher as they are commonly discharged, but such study will not compensate altogether for want of intuitional perception of character and capacity. The teacher who conducts a school by rules obtained from manuals or lectures on pedagogics, and does not *know* his pupils, cannot come into that close and sympathetic relation with them that is essential to the best success. He may train their intellect and keep them rigidly up to grade in the various studies that are pursued, but there will be a certain narrowness and coldness of spirit pervading the atmosphere of the room, and a constant want of healthy stimulus to the work of both teacher and scholars. The teacher who works *by rule* merely is stiff and mechanical, while he who works through his understanding of special dispositions is easy and tolerant. He may not exploit a single rule, yet have nearly every pupil earnestly striving to please him because he has won their respect and confidence."

—A few sensible remarks from a practical educationist are always in season, and we give the following clipping, which has been sent to us, a place of honour among our editorial paragraphs :

"Nothing gives more pleasure than to stand upon a street corner and watch the pupils of our schools as they issue from the doors of their several schoolrooms and throng our walks with one long, joyous procession of bright, happy youth, the pride of many loving parents, the joy of many a household, the hope of our country, the pride of our nation. What a striking contrast to the uncouth, dirty, smoking, beer guzzling, gambling pack who congregate about the doors of the saloons and gambling places, or promenade the streets by night or day polluting the air with the fumes of whisky, beer and tobacco smoke, and shocking the sensibilities of all decent people with their profanity and obscenity. Both the conditions above briefly pictured are the result of education, but how widely different are the sources of education. The first is the legitimate result of our grand common school system, the latter the damning effect of the saloon, and carelessness of parents in not insisting upon the proper attendance of their children at school and the criminal negligence of those intrusted with the management of our public schools in not providing ample and suitable places for the accommodation of all who wish to avail themselves of the benefits of school, and in not procuring competent and acceptable teachers to guide their minds in the right direction. We are aware that the common district school is the poor man's college, and that a large portion of the young people of the land never get farther than their own

district school, yet there is always a time when the brightest and most intelligent of the pupils of the district school seek an opportunity for higher courses of study and deeper draughts of knowledge than can be obtained at the little country school-house, and are not yet fully prepared to enter on a regular college course, or may not be able ever to avail themselves of the higher courses of study. For this latter class the high school is their only hope of obtaining those medium acquirements which will fit them for usefulness in life, and give them that degree of culture and refinement which shall so stimulate their self-respect as to lift them above the temptations and dissipations of the ignorant, and save them from a life of uselessness or crime. For these reasons we believe that our graded schools should be most generously and carefully provided for, and nothing left undone which will enhance their usefulness or enlarge their facilities, and that city or village which is the most generous in providing for the wants of the surrounding country will attract to itself the most intelligent and enterprising citizens, will fill the streets and houses with the brightest young people, and build up the material and the financial interests of the community."

Current Events.

—Teachers, according to Mr. Grant Allen, are in a sad way. Writing to the *Pall Mall Gazette*, he laments the fact that "it is unfortunately impossible to educate our educators." According to Mr. Grant Allen, "two grand errors still pervade all their thinking: First, that mental training is more important than knowledge; second, that useless things train better than useful ones." He holds, on the contrary, that "the best kind of training is the acquisition of knowledge; and the knowledge itself is more important than the mental gymnastic of obtaining it." Mr. Allen's contention is true or untrue, according to the meaning we attach to the terms he employs. As a disciple of Herbert Spencer, he would hardly go against his master's theories. Spencer certainly says, that the needful mental discipline can be obtained in connection with the acquisition of useful knowledge, as well as by that of information which will be of little, if of any, service in after life. But Mr. Allen surely does not seriously mean to argue that the development of physical, mental, and moral faculties is of less consequence than the acquisition of knowledge, useful or otherwise. This would be to assert that what a man is, is of less importance than what a man knows. Knowledge is only of use as it can

be used. Surely the faculty to use is of more consequence than the possession of the thing to be used? The ability of the workman is of greater importance to success than the quantity of material on which he works.

—There is unceasing interest in the village library, and let us hope that the reaction will not come until there is the nucleus of a library laid in every village in the Province of Quebec. Mr. Hutchins is engaged in establishing such libraries in Wisconsin, and the editor of the RECORD, who, in another capacity, is engaged in the same work, takes great interest in the progress of his work. "Correspondence from all parts of the State," says a contemporary, is coming in to Mr. F. A. Hutchins, in the State superintendent's office, which indicate a rapid growth of libraries all over Wisconsin. These are town libraries under the state law, high school libraries built up by the enterprise of principals and the help of the communities, and free public libraries. The appointment of Mr. Hutchins to aid in this work was a fortunate and very valuable movement, as he has had long experience in library matters and brings to the office well matured and very practical views. He is ready and anxious to aid in the formation of libraries in any way in his power, and all interested in building up such enterprises will find it to their advantage to consult with him.

The reports about the opening of the "New McGill," as it has been called, is of the most gratifying character. The number of new students entering the Faculty of Applied Science is much larger than has ever been known before. In fact, over seventy have already entered their names in the register. This number is almost as great as the whole number of students in the Faculty last year, so that we have suddenly increased from about 73 or 74 to over 120. This large increase has doubtless been due to the magnificent equipment for the scientific study of the profession of engineering in all its branches provided by some of the new McGill's benefactors, but notably by Mr. W. C. Macdonald. Indeed, it may safely be said, without any undue exaggeration, that the new buildings and equipment will be second to none either on this continent or on any other. The professorial staff has also been largely increased, and the school can now offer to future students every facility for scientific investigation which the development of modern science requires. The most gratifying feature in connection with this development, is the fact, that manufacturers, engineers and merchants generally have shown a marked interest in the work. This cannot be more emphatically shown than by the simple statement that

from the electrical companies alone there have been received donations exceeding in value \$25,000. This is surely a definite proof that the work being done meets with the approval of all who are intimately connected with the advance of the professions.

—The *Schoolmaster*, referring to Mr. Otto Salomon's book on Slojd, makes the following review which is worth perusing by those who wish to know what Slojd means :

"The great and increasing interest in the movement for rendering education more practical and for ensuring that none of the powers of mind or body shall remain undeveloped, that education shall not be wholly literary, but shall appeal to the whole being, has at length resulted in the publication of an authoritative manual by the Director of the Naas Seminarium himself. Educationists have long been asking the question—what is Slojd ? and a full and complete answer is given here from the originator of the system and his immediate lieutenants. Whether Slojd will produce the varied moral results which is claimed for it by its devotees is somewhat problematical, but there can be little doubt that the methods here inculcated are capable of effecting important physical and mental benefits on pupils working under a capable teacher. Few persons will differ from the judgment of Herr Salomon that the trained teacher who has become a "Slojd" will be more successful in class-work than the skilled artizan who forsakes the bench for the classroom, although the latter may exhibit more technical dexterity. Sweden has earned the gratitude of Western Europe by evolving a series of drill exercises, and it is here shown that Slojd makes for the same end, and is, in fact, "applied gymnastics." As harmonious physical development is only gained when the muscles of both sides of the body are equally exercised during the work, the author here rightly insists on certain tools being used with either the right or left hand, and even suggests a change from one to the other every half hour. The chapter on timber, consisting as it does of full notes on structure, changes, seasoning, decay, comparison of qualities and characteristics of different kinds of trees, is admirably written by one who has a thorough grasp of the subject from a practical knowledge. Tools are very fully described as to principles of construction, qualities, and methods of sharpening and use. It seems a slight defect in this chapter not to have described only English pattern planes, as the Swedish shapes are not known here, and it is unlikely that they will be introduced and supersede our present patterns. It would have been much better in a book intended for English readers and classes to have introduced

only those tools which are seen everywhere in daily use, and which will in all probability have to be used in the work-room. Much controversy has arisen respecting the foremost place given to "the knife" in Slojd work, but seeing that the system is intended only for children, and that a knife is one of the earliest treasures of a boy, we can see no reason why the first tool introduced to the Slojd pupil should not be the knife, nor why a boy should not learn its utmost "potentialities." Nearly a hundred exercises of a carefully graduated series are given in the final portion of the book by Herr Johansson, in which the learner is gently initiated into all the mysteries of this wood-craft, and eleven plates beautifully illustrate the chief positions of the body when the tools are being used, and also other points of interest. We earnestly recommend everyone interested in the subject to procure this book. It is a most complete exposition of the system.

—Education of a certain type is very general, but still there are vast masses of adult countrymen in China who can neither read nor write. There is a special literary or lettered class who alone know the literature of their country, to the study of which they devote their lives. Yearly examinations are held for literary degrees and honors, which are necessary as a passport to the public service; and in 1887, for the first time, mathematics was admitted with the Chinese classics among the subjects of the examinations. Recently, western literature and works of science have been introduced in translations, and schools for the propagation of western science and literature are continually on the increase.

—The great difficulty with which the government have to contend, says one of the English papers, is the apathy of the Irish people on the subject of education. The means of public education which exist and prosper in Ireland have been given to that country by the Imperial Parliament; and when all the conditions of the case are taken into account, it is difficult to conceive a fairer and more generous system of education than that constituted. The contribution from Imperial resources to the Board of Education in Ireland is proportionately much larger than that given in England or Scotland, and would, as Mr. Balfour has hinted, be still further increased were there any sign of a desire on the part of the people and the local authorities to do their part.

—Dr. Busby was asked how he contrived to keep all his preferments and the headmastership of Westminster School through the successive and turbulent reigns of Charles I., Oliver

Cromwell, Charles II. and James II. He replied, "The fathers govern the nation, the mothers govern the fathers, the boys govern the mothers, and I govern the boys."

—The memorable reign of Lady Jane Grey is said to have given rise to the phrase, "A nine days' wonder." Lady Jane was proclaimed Queen of England on July 10, 1553, four days after the death of Edward VI. After the lapse of a period of nine days, on July 19, she relinquished her title to the crown, thus terminating her reign in the short space of a week and a half. A noted English historian says: "Thus we come to the diary of that short and troubled reign, that, from its length, is said to have given rise to the now (1620) popular phrase, "A nine days' wonder."

—The McGill Normal School has opened under favorable auspices, there being about 120 students present, including those who are attending the classes on pedagogy as a supplement to their B.A. course at the McGill College. In the re-arrangement of the classes consequent on Prof. Parmelee's resignation, Miss Robins has taken charge of the classics, while Prof. Kneeland conducts the English subjects as well as the scientific branches hitherto supervised so acceptably by Dr. Reed and Professors Penhallow and Evans, namely, Botany, Chemistry and Physiology. The new building is rapidly approaching completion, and it is expected that the Government will at an early date provide the furniture which is to make it one of the most comfortable of our school buildings.

Literature, Historical Notes, etc.

After a lingering and painful illness, Mr. Lowell died at Elmwood, his home in Cambridge, during the holiday months. To those who knew of his failing health his death was not unexpected; to the country at large it was a painful surprise. At the ripe age of seventy-two, with such honors as have been accorded to few men, universally respected and beloved, the most illustrious citizen of his country, Mr. Lowell's career was rounded to its close. The best blood of New England ran in his veins, and the best New England traditions were part of his heritage. Born in 1819 of a distinguished family, graduating from Harvard College in 1838, Mr. Lowell's poetic genius soon revealed itself; although, like many other successful literary men, he passed through a novitiate at the bar. His first volume of verse "A Year's Life," was published in 1841, and, although echoes of earlier poets are distinctly heard in it, it struck a new note

in English literature, and at once arrested attention. Another volume appeared in 1844, with distinct evidence of growth and still more marked promise. A year later, in "The Vision of Sir Launfall," Mr. Lowell gave his genius its first complete and harmonious expression, and the poem remains one of the most perfect and beautiful in our literature. His first prose work, "Conversations on Some of the old Poets," was published in 1848. In the meantime his ardent nature and his deep love of liberty had drawn him into the anti-slavery agitation. In 1846 he had begun to contribute to the press satirical verses bearing on that great debate, and in 1848 the "Biglow Papers" surprised the country with the sense of a new power both in public life and in literature. He made several visits to Europe, continued to write and publish, and in 1855 was appointed to a professorship in Harvard College. Ten years later, at the close of the Civil War, he printed the second series of the "Biglow Papers," and on the 21st of July in the same year he read at the Harvard commemoration services his magnificent "Commemoration Ode," which registered the high-water mark of poetical genius in this country.

THE SILLERY MISSION.*

[The conjunction of greatness and littleness, meanness and pride, is older than the days of the patriarchs; and such antiquated phenomena, displayed under a new form in the unreflecting, undisciplined mind of a savage, calls for no special wonder, but should rather be classed with the other enigmas of the human breast.—*Parkman*.]

The Vesper signal echoes through the glades,
 As, cross in hand, the father wends his way,
 To lead his flock beyond the wigwam shades,
 Within God's house to sanctify the day.
 The swarthy hunters, interrupting cares
 Of after-chase, slow follow down the hill;

*The Sillery Mission was established in 1637, through the liberality of the Commander De Sillery, who, after acquiring an immense fortune in the diplomatic service of France, was induced to enter holy orders, and to devote all the energy of his mind and his wealth to the propagation of the faith amongst the aborigines of New France. Father Le Jeune had charge of the workmen, who were sent out from France at the expense of De Sillery; and in 1639, a permanent bequest was recorded in favor of the Mission by the Commander placing at interest a sum of twenty thousand livres.—*J. M. LeMoine*.

In 1643, the Sillery settlement was composed of between thirty-five and forty Indian families, who lived there the whole year around; other nomadic savages occasionally tarried at the settlement to procure food or to receive religious instruction. Catechism is taught to the children, and the smartest among them receive slight presents to encourage them. Every evening Father De Quen calls at every hut and summons the inmates to evening prayers at the chapel . . . When the reverend father visits them each evening, during the prevalence of snow storms, he picks his way in the forest, lantern in hand, but sometimes losing his footing, he rolls down the hill.—*Relations des Jesuits*, 1643.

Their helpmates meek, subdued in camp affairs,
 Seek welcome respite, at their master's will.
 The spirit of prayer they feebly comprehend,
 Sincereless-trained to compass life's defence ;
 Yet priestcraft oft, the perverse will to bend,
 Accepts the form of prayer for penitence.
 The pious tones of him who reads their fate,
 His offerings doled with undeceived regard,
 Incentive teach what children learn elate,
 That duty reverent-done invites reward.
 And were they not but children of the womb
 Of prehistoric twilight, mystery-bound,
 When Gospel-dawn, truth-tinted, lit life's gloom,
 To guide the soul its nearer depths to sound ?
 The birth-right of the teeming woods was theirs,
 And all that unprogressive art e'er gained ;
 Theirs was the craft the higher ken impairs,
 When instinct's edge is dulled by routine trained.
 Their faith, inconstant as the chance of war,
 Had for its only stay life's fitting joys :
 Their paradise, some hunting ground afar,
 Was but the sheen that through the glade deploys.
 Their moral code, the imprint of their fate
 Writ on tradition's page, did self exalt :
 Their virtue was revenge, their valor hate,
 Their highest hope a mere pursuit at fault.
 And was there mien not index sad of hearts,
 Fate-steeped in ill, dejected not subdued,—
 Their souls but dens where passion's rudest arts
 And covert plans found refuge to denude ?
 Did not ambition, cunning, and desire
 In them a license undefined espouse ?
 Was not their glory but dishonor's hire
 Howe'er the good or ill their ire did rouse ?

* * * * *

Such is the picture often drawn of life
 When man seems but the slave of fate's behest—
 When soul-growth, stunted by protracted strife
 Of birth-throes fierce, is retrogressive pressed.
 Yet prudish progress, that, with virtues torn,
 Peeps 'tween the shreds its keenness to enhance,
 Is oft the pride, whose unreflecting scorn
 Detects a vice unvirtued by its glance.
 Are hate and envy dead, by progress crushed,
 Or but disguised by etiquette's veneer ?
 Are enmities and passion's outbursts hushed

By culture's sweetest smile or Christian fear ?
 These nomads' toils a fickle harvest bore,
 With bounty's feast forboding hunger's stint ;
 And misery's drems of progress seldom soar
 Beyond the bounds of penury's restraint.
 Yet in the soul, though swathed in dismal light,
 There gleams a cheer around some germ of good,—
 A germ whose leaflets nurtured seek their height
 In hope, the seeding crown of rectitude.
 And when we feel the summer's rippling thrill
 Bestir the heart where glebe and river meet,
 As in the woodland Sillery warblers trill
 Their songs of peace our happiness to greet.
 We dare believe such sweet environment
 Would often ray the gloom that weird controlled
 The being, thrall'd by nature's chastisement,
 And purify its heart like filtering gold.
 And nature's charms, we know, though overcast,
 These children of the woods did oft admire,
 As round tradition's lore they stood aghast
 Within the glare of winter's wigwam fire.
 With them each woodland valley had its god :
 Each headlong cataract was deified :
 The lake bestormed the awfulness forbode
 Of spirit rage that on its waves did ride.
 The whispering brake, the laughing daffodil,
 The mad-cap poplar and the mournful pine,
 The mountain's fir-clad strength, the brooklet's rill,
 The gods of myth creation did enshrine.
 The store-house orb of day, whose spilling gold
 Bathed eve's horizon fringed with forest light ;
 The bride of heaven, with silvery veil unrolled
 In triumph drawn beneath the arch of night ;
 The stars, whose merry rays were joy in dance,
 But further joyed at heaven's surrounding gloom ;
 All bodied myths, whose flitting charms enhance
 The stable laws that through them quaintly loom.
 And isn't not ever thus ? Does not the myth
 Of sensuous birth still gild the hopes and fears
 Of humankind, as pressed by passion-faith
 Beyond its ken, faith-images it rears ?
 In good and ill their weak perception saw
 Antagonistic force with godhead crowned ;
 Of right and wrong, not yet defined by law,
 Their tyrant king was self not yet dethroned.
 Of God, the One, they knew no attribute
 Save that of awe-inspiring Manitou,

To whom, their faith could unimpaired impute
 Whatever might their aims with right endow.
 Upon a knoll of Beauvoir's fair demesne
 May still be traced o'ergrown their place of rest,
 Where through the grove is heard the meek refrain
 Of zephyr-song with tremor dismal-pressed.
 Its rustling breath the solemn problem blows—
 Is being but the friction darkness-rife,
 That scintillates a spark or two, and shows
 To man the crowding shadows in his life ?
 Was life to them the narrow span of time,
 The limit of their care-worn years on earth—
 A few heart-throbs in woe-begotten rhyme
 That had no song of longed-for after-birth ?
 Or did some glare of sensuous joy reveal
 To them a destiny beyond secured,
 As theirs it led a further strength to feel
 When Christian faith their feebleness matured ?
 Here sleep the chiefs whose brows erst wore the crown
 Of merit, gained as counsel's honour star ;
 Here lies ambition's glory, still our own
 By hero-worship hailed, still stained by war.
 Here prowess sleeps that shed its tribal fame,
 To guard the glades against the lurking foe—
 To lead the winding trail in search of game,
 Or ward off winter's wrath befoamed with snow.
 Perchance parental patience here may rest,
 Near other virtues that have lost their bloom ;
 The care of kin, domestic fealty's test,
 May boast its solemn niche within the gloom.
 Now all is peace ; and round the gentle shore
 Historia's silken veil is graceful drawn,
 As honour we the faith that found the door
 To Gospel light and fair refinement's dawn.

Practical Hints and Examination Papers.

THE PROTESTANT CENTRAL BOARD OF EXAMINERS.

ELEMENTARY DIPLOMA.

Arithmetic.— $1\frac{1}{2}$ hours.

1. Express, by Arabic notation, six hundred and six billion, three hundred and forty-one ; by the Roman 7320.
2. If the remainders, on dividing a certain number, by short division, by 5, 7, 9 and 11 successively, be 3, 5, 8, and 4, find the remainder when the number is divided by 3465.

3. I am provided with 50 weights of $\frac{1}{2}$ lb. avoirdupois each, and 50 weights of $\frac{1}{4}$ lb. Troy. A packet of shot can be exactly balanced by weights taken from either set separately. What is its weight?

4. Add together $\frac{5}{7}$ of a guinea, $\frac{3}{8}$ of a sovereign, $\frac{7}{20}$ of a crown, and $\frac{1}{4}$ of a shilling. Express the result as a fraction of $4\frac{7}{20}$ of £1.

5. Square root of 8,264,446,281. Find the product of the two numbers of which the larger is 25,398 and the sum 36,407.

6. What principal will gain \$110.25 as interest in three years and 9 months at 7 per cent.?

7. A rectangular court is 120 feet long and 90 feet broad. A path of uniform width of 10 feet runs round it. Find the cost of covering the path with flagstones at 90 cents per square yard, and the remainder of the court with turf at \$1.30 per 100 square feet.

English Literature—"The Deserted Village"—One hour.

1. Give seven important facts in the life of Goldsmith; and name a novel, a drama and a history written by him.

2. Sketch the plan of the "Deserted Village."

3. Name three characters referred to in the poem, and in your own words describe one of them.

4. Quote a favorite passage not exceeding ten consecutive lines.

5. Explain these:—

"To husband out life's taper."

"With blossomed furze unprofitably gay."

"The twelve good rules."

"The royal game of goose."

Terms and tides presage, and even the story ran that he could gauge.
On Torno's cliffs or Pambamarca's side.

English Grammar and Composition.—Two hours.

1. Give (a) the plurals of,—thief, cuff, gas, canto, chimney, soliloquy, phenomenon, genius, Mr. Smith, a boy's knife; (b) the feminine of duke, marquis, earl, nephew, lad, hart, Jesse, czar, executor, equestrian; the comparative and superlative of dry, coy, much, bad, eternal; and (c) in tabular form the principal parts of these verbs (1st Sing. Pres.; 1st Sing. Past; the Past Part.; the Pres. Part.) sit, set, lie, down, lay, write, shoe, loose, omit, differ.

2. Parse these underlined words according to tabular form:—
Scott, the *author* of the "*Lady of the Lake*," *who was* an early riser, *often worked* in his study *four hours* before breakfast.

3. Analyse this sentence:

Saint Augustine! well hast thou said
That of our vices we can frame
A ladder, if we will but tread
Beneath our feet each deed of shame.

4. Correct, where necessary, the following sentences :

It makes no difference to either you or I.

Neither John nor Frances were the boys that done it.

Tom seen his father comin along saint James street and run to meet him.

Between you and I, he should have done very different.

Of the too citys Quebec and Montreal, the latter is the largest.

5. Using not more than *six* words in each case, write (a) a simple sentence : (b) a compound sentence : (c) a complex sentence with noun subordinate : (d) a nominative absolute : (e) a sentence containing a direct and indirect object.

Scripture History :—One hour.

(Candidates may take either the Old Testament or New Testament.)

Old Testament.

1. Under the headings : I. The Pentateuch ; II. Historical Books ; III. The Poetical Books ; IV. The Major Prophets ; V. The Minor Prophets ; classify in order the books of the Old Testament.

2. State fully the work of each Day of Creation.

3. To whom was the Law given ? Where was it given ? How was it preserved ? Write out the III. and the X. Commandments.

4. Give briefly, yet fully, the life of Moses.

5. Give some important facts about each of these : Elijah, Elisha, Daniel, Jeremiah, Enoch, Deborah, Jael, Aaron, Hezekiah, Caleb.

Or New Testament.

1. Write down the books of the New Testament in order under the following heads : I. Historical ; II. Pauline Epistles ; III. General Epistles ; IV. Prophetical.

2. Write down three Beatitudes, three of the "Sayings from the Cross," and four of the Marys of the Gospel, with some facts about each.

3. Give the exact date (year, month, and day, if possible) of Christ's (a) Birth, (b) Baptism, (c) Crucifixion, (d) Resurrection, (e) Ascension.

4. Give five places visited by Paul in his second missionary journey and tell what occurred at each place.

5. What important event is connected with each of these :—Peter, Judas, Herod the Great, John the Baptist, Pilate ?

Canadian History.—One Hour.

1. What discoveries are connected with these names, and when did they occur,—Columbus, Cabot, Cartier, Marquette, La Salle.

2. Give five important facts about (a) Champlain, (b) The Quebec Act.

3. Of the Old French, or Seven Years' War, give two causes, six leading events with dates, and two results.

4. What important event is connected with each of these.—1775, 1813, 1837, 1885; Port Royal, Long Sault, Chateauguay, Lundy's Lane; Carleton, Papineau, Brock, Tecumseh?

5. Give three Provinces which have united with the Dominion since 1867, with dates; the area, population, and capital of the Dominion; the number of senators and members of the House of Commons allowed this Province in the Dominion Parliament. What is meant by (a) National Policy, (b) Unrestricted Reciprocity?

Geography.—One hour.

1. Where do you find the greatest number of those who belong to the following races: (a) Caucasian, (b) Mongolian, (c) Malayan, and (d) Negro.

2. Give the names, position and general direction of the chief mountain ranges of Asia and North America, and the largest salt seas or lakes that are centres of inland river groups in each.

3. Give the names of the chief wheat-growing countries of Europe and America; also, the chief river highways over which it is transported.

4. Mention (a) the Republics of North America, (b) the Provinces, (c) European nations to which these Provinces belong, and (d) the prevailing language in each Republic or Province.

5. Give a sketch map of the Dominion of Canada, indicating (a) the chief rivers, (b) the capitals and (c) three lines of railways.

Drawing.—1½ hours.

1. An example to be drawn to fill at least two-thirds of your paper.

2. In the example give directions as to what lines should be drawn first, how divided, and describe them as you would to a class of children.

3. Give directions for measuring an object placed before you as in model drawing.

Book-keeping.—One hour.

1. What is the object of book-keeping? What information should a trader's books give?

2. Define:—"Receipt," "Bill of Goods," "Invoice," "Due Bill," "Draft." Write out a "Joint and Several Note."

3. Upon what does the excellence of work in book-keeping mainly depend? Describe those books, a knowledge of which is required for your examination.

4. March 1st, 1891, J. Jarvis owed you on account \$150; March 15, you sold him on account goods valued at \$200; April 4th, you received from him on account of \$100; May 1st, you sold him on account goods valued at \$320; June 6th, he sold you goods valued

at \$260. Rule paper after the form of a ledger; enter these transactions and close the account.

5. I invested in business \$3,310. At the end of the month I owed on account \$44.18; I had merchandise on hand valued at \$2,209.35; I was owed an account of \$103.13; I held bills to the amount of \$500; I had cash on hand amounting to \$660.70, and I withdrew from the business \$100. Draw up a statement showing my "net capital" and my "net gain."

Art of Teaching.— $1\frac{1}{2}$ hours.

1. State how you would proceed to classify a district school of twenty-five children from seven to fourteen years of age.

2. Mention the chief characteristics of a good time-table for a district school of four classes, and state how you would prepare one.

3. Mention five difficulties which generally present themselves in district schools and state how you propose to overcome them.

4. Write short notes upon—"School Tactics," "Conditions of Health in School," "Course of Study," "Preparation of Lessons," "School Holidays."

5. Give ten suggestions to assist a young teacher in opening and organizing a school the first day.

—An American exchange suggests the following hygienic exercise, and says—Preparatory to it, request all the pupils in the school to make a list of the different ways of taking cold. The physiology classes especially should prepare these lists. Urge them to be practical about it and think of their own lives and experiences. After opening exercises are over, call on some pupil to read one point from his list. It is sure to be a good one, and you, the teacher, will be moved to make some practical comment on it. Then call on another pupil, and so on. You will find material thus for many mornings, and many life-saving practices may be taught and death-dealing mistakes avoided.

—The father of a ten-year-old boy, puzzled over the rapid manner in which his hopeful's shoes wore out, determined on the following plan to discover whether the rapid destruction of the shoes was due to the poor quality of the leather or to the natural wearing away: He placed a pedometer in the boy's pocket, and on the first day the instrument registered nine and three-eighths miles. The second day was rainy, and the register fell down to seven and one-eighth miles. The third day was Saturday, and no school, and the register was fourteen and three-quarters miles. The fond father has given up berating shoe manufacturers, and is trying to learn of some device to keep the boy off his feet a few hours a day.

—For a review in history the following has been suggested by a practical teacher:—Have each pupil bring to class ten questions written on separate slips of paper and signed. Mix all these well and in

a suitable box, and let the pupils in turn draw questions from the box to be read and answered. If any pupil is not able to answer the question he has drawn, he may call upon the proposer to answer for him, or be required to look it up for himself. If any pupil draws a question of his own proposing, he may call upon any member of the class he may choose to answer it. Keep a list of questions missed for future use. The same plan may be pursued in other branches of study. *If slightly modified each time*, the above plan may be used frequently to great advantage.

—It is well to supplement the ordinary story-telling of the primary grades by true stories and awaken an interest in history. Prominent stories in Canadian history may be selected in chronological order, and a few facts impressed. Pupils could be interested by the drawing of a monument upon the blackboard which they can see grow as the weeks go by. Colored crayon, if used, would make it more attractive. The following subjects may be selected: The Mound Builders, Northmen, Columbus, Champlain, the French Governors, the Conquest, the Quebec Act, Confederation, etc. Begin with the Mound Builders; use earth-colored crayons, and add a block with name and date for each story; use the brightest and gayest colors for important events, and mingle the red, white and blue, and decorate the monument with the national flag. These stories are frequently reviewed and some of them have been written. They are used in spare moments as subjects for sentence-building or of free expression.

—There is a hint for teachers in the following in two ways. They will readily put it in practice should they find themselves in the predicament of the traveller. If they can see the analogy between the advice of the engineer and the true method of dealing with faults in children, it will not be lost upon them during the moments when discipline is required: "A few years since, I was riding on an engine. The engineer threw open the front window, and I caught a cinder that gave me the most excruciating pain. I began to rub the eye with both hands. 'Let your eye alone and rub the other eye (this from the engineer). I know you doctors think you know it all; but if you let that eye alone, and rub the other one, the cinder will be out in two minutes," persisted the engineer. I began to rub the other eye, and soon I felt the cinder down near the inner canthus, made ready to take it out. 'Let it alone and keep at the well eye,' shouted the doctor *pro tem*. I did so for a minute longer, and looking in a small glass he gave me, I found the offender on my cheek. Since then I have tried it many times, and have advised many others, and I have never known it to fail in one instance (unless it was as sharp as a piece of steel, or something that cut into the ball, and required an operation to remove it). Why it is so, I do not know; and that it is so, I do know, and that one may be saved much suffering if one will let the injured eye alone and rub the well eye."

Books Received and Reviewed.

A SHORT HISTORY OF THE ENGLISH PEOPLE, by John Richard Green, and published by the Messrs. MacMillan & Co., London and New York. This is an illustrated edition of Mr. Green's popular work, issued in shilling parts. The illustrations are in keeping with the work itself, and when completed, the series will form a fine library set, which few students will care to be without. Nothing better for a school library could be desired—cheap and excellent.

COMPARATIVE VIEW OF GOVERNMENTS, by John Wenzel, of the Boston University, and published by the Messrs. D. C. Heath & Co., Boston, U.S. This is an excellent work of twenty pages or so, which will be eagerly welcomed by the teacher of constitutional history. The book was suggested to the mind of the writer while reading Professor Woodrow Wilson's work on historical and practical politics, and cannot but prove of great service to the student of such a work. It gives in parallel columns a comparative view of the executive and legislative departments of the governments of the United States, France, England and Germany.

HIGH SCHOOL HISTORY OF ENGLAND AND CANADA, by Miss Arabella B. Buckley and W. J. Robertson, B.A., LL.B., and published by the Copp, Clark Company, Toronto. This book has been prepared at the instance of the Minister of Education of Ontario, and shows great carefulness in its arrangement on the part of Mr. Robertson. As a History of England, Miss Buckley's work has been variously extolled by teachers, and where Mr. Robertson has touched, he seems to have improved. The History of Canada, which is included in the volume, is an excellent epitome of the events of our country.

TENNYSON'S ENOCH ARDEN, edited by W. T. Webb, M.A., Professor of English Literature, Presidency College, Calcutta, and published by the Messrs. Macmillan & Co., London and New York. We have often wished to see this work edited in the text-book form, and the present addition is all that could be desired for the school-room. There is a general introduction, giving the leading facts in the career of the distinguished author, an introduction to the poem, the poem itself in clear type with the lines numbered, an excellent series of notes, and an index to them. It is one of the series of literary editions of the Macmillans which we have already recommended for our school libraries.

GOETHE'S HERMANN AND DOWTHEA, edited by Dr. W. T. Hewett, of Cornell University, and published by the Messrs. D. C. Heath & Co., of Boston, U.S. This is another volume of the Modern Language Series of this enterprising firm. The editor proposes this work as an introduction to a fuller study of the works of the greatest of the Germans, and the attractive manner in which he presented the "dainty dish" before the student of German, is worthy of the highest

praise, How our teachers should take thought of these words, which are to be found in the author's justification of the plan he has pursued to interest his students: "I have sought to interpret the poem by illustration rather than by mere statement or reference, believing that, in the study of language, nothing makes a truth more real as to see its actual use in the expression of thought," not to speak of the great classic's *chef-d'œuvre* itself, we have no hesitation in recommending this text-book as the very best possible for the student of German, after he has worked his way through the grammar and a little ordinary German prose.

MACMILLAN'S ENGLISH CLASSICS.—We have had occasion to speak of this edition of classics for schools in the highest terms of praise. Those of our teachers who have procured the earlier volumes of the series should add the following which have just been received:—Shakespeare's *King Lear*, with introduction and notes, by K. Deighton; *Gray's Poems*, edited by Dr. John Bradshaw, Inspector of Schools, Madras; Shakespeare's *As You Like It*, by K. Deighton; and Scott's *Lay of the Last Minstrel*, edited by G. H. Stuart, M.A., and E. H. Elliot, B.A., of Madras. All of these books add to the reputation of the excellent series to which they belong.

HEROIC BALLADS, collected and edited with notes, by D. H. Montgomery, and published by Messrs. Ginn & Company, Boston. This is the last addition to the Messrs. Ginn's *Classics for Children*, and a better collection for school purposes could hardly be made.

LESSONS IN BOTANY, a revised edition of Dr. Alphonso Wood's excellent text-book on this branch of Natural History, edited by Dr. Oliver R. Willis, and published by the Messrs. A. S. Barnes & Co., New York and Chicago. The book itself is well known, and the new edition is more than likely to add to its popularity as a text-book on the structure and growth of plants.

MECHANICS FOR BEGINNERS, by the Rev. I. B. Lock, M.A., of Gonville and Caius' College, Cambridge, and published by the Messrs. Macmillan, of London. There are few mathematical teachers who are not familiar with Mr. Lock's mathematical works, and this new work of his on Dynamics and Statics is sure to be examined with care. Such a subject can only be brought within the clear comprehension of the youthful student by a system of well-graded examples, which lead from one stage of reasoning to the other, and this is involved in the plan pursued by Mr. Lock perhaps more than by any other author we know of. The book is modern in its arrangement, the stages being easy, though not altogether elementary.

POLITICAL ECONOMY, by Professor Gide, of the University of Montpellier, France, translated by Edward P. Jacobsen, formerly of University College, London, with introduction and notes by Dr. James Bonar, and published by the Messrs. D. C. Heath & Co., Boston, U.S. As the work of an author who is acquainted with

the whole field of political economy, Professor Gide's book has long been spoken of in this country with the highest commendation, and, now that it has been translated into the best of English, readers will see how far he has been seized with the spirit of the natural method of presenting the subject. When the first edition appeared a complaint was uttered against it because the author, in treating each question, set forth the various competing systems without expressing his own opinions in a sufficiently decided manner. And yet, what better device than this is there for leading the mind to search for itself for the truth of scientific principles. If the book had no other virtue than this it would be worthy of recommendation, but in every page the author has shown, as Dr. Bonar says, that political economy is neither dismal in its conclusions nor dull in its deliberations.

AMERICAN LITERATURE—an elementary text-book in use in High Schools and Academies—by Julian Hawthorne and Leonard Lemmon, Superintendent City Schools, Sherman, Texas, and published by the Messrs. D. C. Heath & Co.—Anything which Mr. Hawthorne undertakes in the literary line is sure to be received with respect, and we can safely say that, from a literary standpoint, the book before us is the best guide the student of American literature could wish to read. The book professes to be a method and a guide, and again we meet with the enunciation of the central truth of all study: "The thought is the vital thing, and should be the goal of early study." The book is not merely biographical, but critical, and is at the same time lightened up with illustrations in verse and prose. The book is copiously supplied with engravings of the authors mentioned.

Official Department.

THE ANNUAL REPORT IN CONNECTION WITH THE INSPECTION OF THE SUPERIOR SCHOOLS UNDER THE SUPERVISION OF THE PROTESTANT COMMITTEE OF THE COUNCIL OF PUBLIC INSTRUCTION OF THE PROVINCE OF QUEBEC FOR 1890-91.

TO HIS LORDSHIP THE BISHOP OF QUEBEC,

Chairman of the Protestant Committee :

May it please Your Lordship :

As in former years, I beg most respectfully to submit to you and the members of the Protestant Committee my report of inspection and examination for 1890-91. As you are aware, I have already given in the special reports referring to my visits to each school. Before undertaking these visits last year I issued my notices in the usual way, accompanying each intimation,

however, with the statement that, in making my report, I would refer especially to the following items :—(1) To the number of teachers for the number of pupils ; (2) the grade of the teachers' diplomas ; (3) the efficiency of the staff ; (4) the rate of salary paid ; (5) the general character of the school building and the manner in which it is kept in a state of repair ; (6) the number and size of the class-rooms, and the condition in which they are kept by a regularly-appointed and sufficiently-paid care-taker ; (7) the furniture and the condition of repair in which it is kept ; (8) the school apparatus, including the usual school appliances, as mentioned directly in the Regulations, and material for object teaching, drawing, elementary science lessons, the teaching of music, etc. ; (9) the grounds, their size and convenience, and the manner in which they are enclosed and planted with trees ; and (10) the closets and the arrangement for their regular inspection. The record which I have kept in accordance with this intimation has enabled me to define numerically the condition of the school in each of these respects, and, as in the case of the tabular statement I drew up for the Committee last year for their guidance in distributing the special bonuses for the purchase of apparatus, I feel convinced that the tables thus obtained will assist materially in finding out the comparative condition of the schools, so that the annual amount of bonus for appliances may be awarded with equity in each instance. In making up this report, moreover, I have been guided to a large extent by each of the above items mentioned in my last intimation to the schools, and will endeavor to indicate what progress has been made in connection with all of them.

In former years I mentioned the districts that deserved credit for the efforts put forth in making their school-buildings what they ought to be ; this year, so general has become the improvement in this respect, that I need only make mention of the exceptions, which, I am glad to say, are not numerous. Of our twenty-three Academies no less than twenty-one are built of brick or stone, while, of the thirty-seven Model Schools, twenty-four are of the same material. The two Academies that are frame buildings are Coaticook and Bedford, both of them, however, being comparatively new buildings, and in such an excellent state of repair that no change need be expected of them in this respect. The building in Lachute has been found to be in an unsatisfactory condition, the town having outgrown the school accommodation it affords. I am glad to report that a movement has been inaugurated in favor of a new building among

the citizens of that place by the purchase of a new site, and, no doubt, before another year goes by, Lachute will be able to look with pride upon a new and improved school-house, with sufficient accommodation for the pupils of all the grades. Another instance of this disproportion between the accommodation and the necessities of the case is to be seen in Waterloo, where at least two of the rooms are too small. Of the other Academies that have not obtained the maximum mark in this connection are Knowlton, where one of the rooms is altogether inadequate; Inverness, where the services of a third teacher are required, the accommodation for such being provided; Clarenceville, where a third department has been organized this year; and Three Rivers, where there are only two teachers employed, though accommodation has been provided for three departments. Of the Model Schools that have not gained the maximum mark for school accommodation, I have to make mention of Ormstown, where the necessity of a new building has become imperative on account of the increase of the school population. The primary department, at present, is accommodated in a detached building, which is anything but a credit to the Commissioners. The others I have to mention as having failed to reach the highest standard are Ulverton, where a second department has been arranged for this year; Rawdon, where there does not appear to be school population for two departments; Gould, where there are two teachers for a portion of the year, but only one room; and St. Sylvestre, which, like the two former, is situated in a remote country district. But for these exceptions, the standard might be raised a degree for all our schools, though the small number of such, I feel convinced, will tend to enhance in the minds of people the highly-favorable report I am thus in a position to make in regard to school accommodation. We are certainly, in this respect, not behind those of our sister provinces, where the terms of comparison are proportionate.

In regard to the efficiency of our teachers, I have this year struck an average of the character of the work being done by all the teachers of a school at the date of my visit of inspection—not, as previously, by merely classifying the merits of the head-teacher. In a general way, I have here, however, to bear my testimony to the professional spirit that prevails among the majority of the principals of our schools, and the zeal with which they are always willing to introduce the more modern pedagogical methods or appliances. Our School Commissioners are becoming more and more alive to the necessity of retaining

the services, or, where the necessity arises, of appointing head-teachers who have made a creditable reputation for themselves, and last year all our Academies, with but two exceptions, were in the hands of such teachers, whose influence for good was being felt in all the departments under their supervision. It is not always possible to distinguish between what is called a trained teacher and the untrained teacher of experience; the two classes are all but identical as far as the character of their work is concerned. The advantage, however, is in the trained teacher's favor when the novice is entering upon school-work, and hence we must look forward hopefully to the time when all the teachers, in our superior schools at least, may be classified as having had a Normal School experience before entering upon their duties. A generation may have to pass before this can be accomplished, and yet, as far as the female teachers of the secondary departments of our Academies are concerned, we are in the meantime steadily working towards that result, however far we may be from it at the present time. Of the 117 female teachers in our Model Schools 47 of them have passed through the Normal School, while of the 46 male teachers only 15 have diplomas from that institution. The most of those who have not passed through the Normal Schools are teachers of experience, and hence the numerical ratio is not to be taken as an unfavorable indication of the efficiency of our schools, for in this respect, as in nearly all others, I can speak highly of the industry and pains-taking character of the majority of our teachers.

In the matter of salaries, the figures in the column under that heading indicate the percentage paid under the standard of salaries accepted by the Committee previous to the distribution of the special grants for the purchase of apparatus. The standard is as follows:—

(1) Aggregate of the salaries of the three teachers paid the highest in an advanced Academy, \$2,000.

(2) Aggregate of the salaries of the three teachers in a secondary Academy, \$1,500.

(3) Aggregate of the salaries of the two teachers paid the highest in an advanced Model School, \$850.

(4) Aggregate of the salaries of the two teachers in a secondary Model School, \$600.

By dividing the amounts actually paid by the above amounts, respectively, the percentage has been made out. The average salary of male teachers engaged in our Academies, it may be as well to state here, is \$798, and of our male teachers engaged in our Model Schools, \$495, while the average salary of female

teachers engaged in our Academies is \$260, and of those engaged in our Model Schools, \$211—a fairly creditable showing, though indicating, at the same time, how far the School Commissioners are from the desired result laid down in the above estimates of what our teachers' salaries should be.

The bonus for improvements has had an excellent effect in producing closer supervision in the matter of repairs, neither buildings nor furniture being allowed to remain, as in so many cases formerly, in an unsatisfactory state. It is now understood that the highest mark can only be obtained when the desks are of the improved style, the rooms and approaches all tidily whitewashed or painted, and the evidence given of a regular system of care-taking. Last year, four Academies failed to gain this mark, and no less than twenty-one of our Model Schools are classified as having failed to do so, too. Nine of the latter were found negligent, and, if this continues in their case next year, it would, perhaps, be as well to enter their names in the annual report, if it so please the Committee.

Of the apparatus, I expect that another year will provide a much more satisfactory report, considering the grants that have been distributed to all schools for the purchase of appliances. Eight Academies failed to reach the maximum, while only eight of the Model Schools came within twenty-five per cent. of it. After the grants had been distributed, I was invited by the teachers to suggest how the money should be expended. In reply, I gave the advice that, before any additional apparatus should be purchased, all the articles enumerated in the Regulations, under the heading "School Furniture and Apparatus," should be procured. With the balance of the money that remained, or was otherwise in hand from school entertainments, etc., it should be expended, as far as it would go, in securing the following: At least one topographical map; a set of charts on color, natural history and physics; a dictionary for each department; a manikin for physiology; some apparatus for object lessons; a cabinet for minerals and curiosities; a book-case for the library. The amount of money granted would hardly pay for all of these articles; yet, if the principle is to be adopted, that the annual bonuses for appliances are to be paid to the Commissioners, on the understanding that they are to be expended for apparatus, all our schools will, no doubt, in time become furnished with all this additional material.

The report on the grounds and outhouses is not yet as favorable as could be wished; yet, the plans of having constant supervision is being very generally adopted. It is to be very

much regretted that the annual holiday of Arbor Day has not, for some time past, been observed with benefit to the schools or improvement to the grounds. The regulation in regard to the enclosing of the grounds is being carried out, and, if they were only well stocked with trees, our school enclosures would soon become the beauty-spots of the villages in which they are situated.

Of the other columns in the statistical tables, which when added together make a total maximum of 1,100 marks, the remaining two refer to the examination papers, the manner in which they were written out and sent in to the Department, and to the specimens of drawing, writing, maps, etc. The great improvement in the way the children are being trained to do their work is spoken of in the report on the examinations. The specimens sent in this year, in my opinion, surpass all previous efforts in this direction. All the Academies but one have sent in their share of these specimens, while more than half of them have taken 75 per cent. and upwards as a mark. Eleven of the Model Schools have not attended to this matter, though the most of those that have, have done well. In addition to the usual papers, some schools have sent in specimens of manual training in the shape of kindergarten work, needle-work and specimens of wood-turning. Last year it had to be reported "that there was a seeming negligence on the part of some one of our schools in preparing specimen sheets for the Department," but this year there is every evidence of a strong effort on the part of our teachers to remove the reproach. The exhibit, on the whole, is highly creditable.

In closing my report, this year, I have again to thank the teachers for their usual courtesy at the date of my inspection, and at other times. Their co-operation with me, in trying to establish school libraries, as in other matters, has been gratifying to me, though I have not thought proper to refer to the effects of such co-operation in detail, seeing the movement, so far, is only at its inception. The nuclei of libraries, however, have been laid in many of the schools, and it is mainly to the efforts of the teachers that the movement has been so far successful. In this respect, as in others, they have shown a ready willingness to advise with me in what pertains to the welfare of the schools under their supervision, and I am again in a position to testify to their continued loyalty to the system under which they are working.

All of which is respectfully submitted.

J. M. HARPER.

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Windsor Mills.—Mr. O. M. Derby ; Miss Helen Bowers.

St. Sylvestre.—Miss Charlotte Woodside.

NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, by an Order-in-Council of the 5th of August, 1891, to re-appoint Mr. William G. Wurtele School Commissioner for the City of Quebec.

8th August.—To appoint two School Commissioners for the municipality of the Township of Grantham (County Drummond) and one School Commissioner for the municipality of Iberville, County Iberville.

11th August.—To appoint two School Commissioners for the parish of Chicoutimi, and one School Commissioner for the Town of Chicoutimi, both in the County of Chicoutimi.

5th August.—To annex certain territory to the school municipality of Metabetchouan, in the County of Lake St. John. The annexation to come into force the 1st of July, 1892.

18th August.—To appoint a School Commissioner for the municipality of St. Elie, Cote St. Maurice.

25th August.—To appoint a School Commissioner for the municipality of St. Dorothée, County Laval.

31st August.—To appoint a School Commissioner for the municipality of St. Telesphore de Montjoy, County Soulanges.

8th September.—To appoint Mr. Francis Kirouac a member of the Roman Catholic Board of School Commissioners for the City of Quebec.

4th September.—To appoint two School Commissioners for the municipality of Pointe-aux-Esquimaux, County Saguenay ; one Commissioner for the municipality of Lake Weedon Village, County Wolfe, and two Trustees for the municipality of the parish of St. Andre, County Argenteuil.

9th September.—To appoint a School Commissioner for the Town of Laurentides, County L'Assomption, and one Trustee for the municipality of Ste. Cecile of Milton, County Shefford (2139).