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VOL. VIII. AUG-SEPT., 1888. Nos. 8 & 9.

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THE
EDUCATIONAL RECORD

OF THE
PROVINCE OF QUEBEC,

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

Editor, - - - J. M. HARPER.

Editor of Official Department, Rev. E. I. REXFORD

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Montreal:

DAWSON BROTHERS, Publishers.

1888.

MCGILL NORMAL SCHOOL

32 BELMONT STREET, MONTREAL.

THIS Institution, under the joint control of the Honorable the Superintendent of Public Instruction for the Province of Quebec and the Corporation of McGill University, is intended to give a thorough training to Protestant teachers.

The complete course extends over a period of three annual sessions of nine months each—an Elementary School Diploma being obtained at the close of the first session, a Model School Diploma at the close of the second, and an Academy Diploma at the close of the third. All these Diplomas are valid as authorizations to teach in any part of the Province of Quebec, without limitation of time.

None are admitted to the School but those who intend to devote themselves to teaching in the Province of Quebec for at least three years. To such persons, however, the advantages of the School are free of charge, and those who are successful in getting Diplomas receive, at the close of the session, a sum not exceeding \$36 in aid of their board, and, if they reside more than ninety miles from Montreal, a small additional sum towards their travelling expenses.

Admission to the School is by examination only. The conditions of admission to the higher classes may be learned by consulting the Prospectus of the School. Candidates for admission to the Class of the First Year must be able to parse correctly a simple English sentence; must know the Continents, greater Islands, Peninsulas, and Mountains, the Oceans, Seas, larger Gulfs, Bays, Straits, Lakes and Rivers, and the chief political divisions and most important Cities of the world; must write neatly a Dictation from any School Reader, with no more than five per cent. of mistakes in spelling, in the use of capitals and in the division of words into syllables; and must be able to work correctly examples in the simple rules of arithmetic and in fractions.

The next session of the School opens September 1st, 1888. Names of candidates will be enrolled on the 1st and 2nd days of the month, examinations will be held on the 3rd, successful candidates will be received and lectures will commence on the 4th.

Forms of application, to be partially filled at the places of residence of candidates, and copies of the Prospectus of the School, may be obtained by application to the Principal, Dr. Robins. When issued, the Prospectus of the School for 1888 will be sent to every Protestant minister of Quebec, as far as addresses are attainable.

THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC.

No. 8 & 9. AUGUST & SEPTEMBER, 1888. VOL. VIII.

Articles: Original and Selected.

INSTITUTE WORK AT LENNOXVILLE AND LACHUTE.

As our readers have been informed through other mediums than the RECORD, the Institutes of this year, held in our province, took place at Lennoxville, Lachute, Aylmer and Cowansville. The work of the Institutes held at the first two places, under the supervision of the Secretary of the Department of Public Instruction and the Inspector of Superior Schools, has been duly reported by the *Independent* of Lachute, and from its columns we cull our report of the proceedings, which were in great measure identical at the two places, the programme being the same for the two places. Next month we shall probably be able to give a report of the proceedings at Aylmer and Cowansville, where the work was conducted by Dr. Robins, and Mr. Parmalee of the McGill Normal School.

The first sessions of the Institutes, which began respectively on the Tuesday mornings of the second and third weeks of July, were organized between the hours of nine and ten o'clock in the morning. The preparations made for the reception of the teachers who enrolled themselves as members of the Institutes, were all that could be wished. In Lachute especially, under the supervision of a Ladies' Committee and the Board of School Commissioners, the main room of the Academy had been renovated. The walls had been tinted a pretty shade of drab, completed by a dado,

combining the same shade of drab with red and yellow. The combination was very pleasing to the eye, and with the maps, charts, and apparatus which the lecturers had brought with them, besides the ornamental plants which the Ladies' Committee had provided, the room presented a very pleasant appearance, and no doubt greatly encouraged the teachers present when they saw how comfortable their surroundings were to be during their term of hard mental work in trying to master the details of the art of teaching. The programmes were distributed among the teachers during the first hour, after which the proceedings were inaugurated by the Rev. Mr. Rexford, who delivered the opening address, in which he drew an outline of the objects of Institutes in general and the programme of this one in particular, and in conclusion referred to the present system of education in terms of commendation. In his second lecture, given in the afternoon of the same day, he spoke of the organization of schools and the general principles to follow in order to successfully accomplish the work. He said that there were three things to provide,—1. constant employment; 2. efficient instruction; 3. moral control. In order to attain this we must have for each child, (1) a proper class, (2) for each class proper work, (3) for each subject proper time, (4) for each class and subject a proper share of teachers' time, and (5) the teaching of subjects so arranged so as to give the greatest possible quiet. The teachers must first consider the interest of the pupils and place them where they can work to greatest advantage to themselves. He afterwards, in his third lecture, showed the best method of teaching reading, by showing the object the word defines, and then the parts of the word in a way that would not likely be forgotten by even the dullest, seeing it is the method by which he learns to talk, and on this account is the most natural way. Under the title of School-room Tactics, Mr. Rexford, at a subsequent hour, gave practical hints on the size of schools, which ought at all times to give at least 150 cubic feet of air room per pupil, stating at the same time that the school regulations of Ontario called for 250 cubic feet and at least 15 square feet of floor room. The inside of the school building should be laid out first, and with reference to the probable requirements of pupils, the building should be lighted by side lights, especially on the left hand of the pupils. Light

before the eyes of pupils was very injurious and the same to teachers, so that front lights were to be avoided. Passing on to ventilation, he showed how almost perfect ventilation at nominal cost might be secured at all times.

On Wednesday morning, Mr. Rexford illustrated on the black-board the best method of teaching reading by objects placed beside the written and printed words. Subsequently he took up the subject of school classification. He showed how economy of time and power was to be effected, and at the same time how the teachers' efficiency was increased. Good classification helps to secure the teacher's control of the school by giving constant employment to each class. Few classes, and those well graded, are to be preferred; and in order to secure this the pupils' attainments and abilities are to be considered in regard to reading and arithmetic, the grading being principally based on arithmetic. Home influence and surroundings should be considered, if full justice is to be done to the pupil. It is very easy to promote a pupil if he is found worthy. In the afternoon the same gentleman continued his remarks on organization under the head of Course of Study, and said a time table is necessary both to show the work to be done and to indicate what had been done. If a teacher had a good time table and if it were rigidly adhered to, it would show the inspector and visitors exactly what the school ought to be and was doing at the time of their visit, and would save the teacher any amount of embarrassment, as she would know exactly what to examine the pupils on at any moment, and after the first few days of school there would be no need of any hitch occurring in the routine for the day.

On Thursday morning, Mr. Rexford applied the Look and Say Method to Primer No. 1, or as we call it, the First Reader. He showed how it was arranged with pictures to show what the printed words meant, and recommended teachers to keep brown paper and colored chalk, with which to draw pictures of objects that it was impossible to bring into a schoolroom, and to teach them that the pictures were only representations of those objects. Then there were connecting words, which must be explained and in every lesson several words, that had not occurred in the previous ones. These words were not to be

given in one lesson, but in several, as no child could take in more than three or four new words at a time. Subsequently he spoke of methods in connection with Primer No. 2, which was an extension of Primer No. 1, and must be treated similarly, only with a larger vocabulary, and in a second lecture he further showed how spelling could be taught through reading, that the pupils, by being accustomed in reading to the look of the words, they could spell them when needed. Afterwards, on methods with Book 2, he suggested the reading of the story by the teacher, who should afterwards question the scholars on the subject and analyse it by describing the chief points and then the modifying features.

On Friday morning, Mr. Rexford concluded his lectures on organization by urging the necessity of a time table, which was the first and great essential to the proper conducting of a school. In his second lecture of the morning he gave important hints to be followed by a teacher on her first day at school, advising her to be prepared for her work in the matter of having a plan of the the school and temporary arrangement of work laid out on paper which she should carry with her. After the conclusion of his address on this subject he commended the organization of Bands of Hope in our public schools, and to each teacher he gave the necessary pamphlets to explain their functions. Afterwards, Mr. Rexford continued his methods with Book 3, showing how to proceed to teach the meanings of words, with reading as also with spelling.

Dr. Harper's first lecture, which lasted for an hour, had for its subject the Mental Faculties, and the relationship between the brain and the mind,—a subject which he further elucidated at a lecture given to the public on Wednesday evening by means of a series of charts and models. To the teachers he gave a code of rules for study for their guidance in school work, and referred them to their text-book for further explanation of these. The rules were:—1. Take a deep interest in what you study; 2. Give your entire attention to the subject; 3. Be systematic as regards time and method; 4. Master each step as you go; 5. Think vigorously, clearly and independently; 6. Study to know, not to recite; 7. Make use of what is learnt; 8. Mix study, recreation and rest. In the afternoon he gave a lecture on grammar with

practical illustrations of how to teach in an interesting way. His manner of doing so made it very far from being the dry subject of our younger days. He further lectured on vocal culture, explaining the organs of voice and their bearings on one another, and afterwards giving illustrations of easy exercises for children, which would not only be a means of strengthening the child but also a means of recreation.

On Wednesday morning, Dr. Harper showed how to secure attention and permanency of thought. The following rules were given as help:—1. Command attention by interesting pupils; 2. Win attention by endless variety; 3. Attract attention by a pleasant mode of speaking; 4. Compel attention by right class management; 5. Favour attention by frequent change of position; 6. Promote attention by vigilance; 7. Cultivate attention by frequency of repetition; 8. Stimulate attention by rewarding it. Mental growth depends on attention. Everything should be thoroughly explained, so that the child may learn correctly. Object lessons are a good means of teaching. Stories and anecdotes are good ways of illustrating meanings, and to make sure that you are thoroughly understood, have the children write on a slate the prominent idea of what you have been saying, and you will be able to judge where and in what degree you have been successful or otherwise. In his second lecture he gave some very practical hints on teaching Geography, History and Grammar. Geography, he advised to be taught at first by natural objects, such as mountains, rivers, etc., which mostly all pupils could see and were familiar with, passing on to the other features gradually. It is a good idea to make a clay model showing mountain, valley, lake and stream, as they would appear were we to view them from above. Maps give a very imperfect idea of the real surface, as they are hung on walls, not placed on the floor. In his history hints he showed how most periods may be divided into groupings of three or five, and as groups of three and five are easily retained by the memory, they form a means of helping it. Pictures of events are a great assistance. In illustrating, he drew a block of wood with an axe as the central event of the reign of Queen Elizabeth, a ship on one side and a church on the other, thus indicating the execution of Mary Queen of Scots, the Church Establishment and the Spanish Invasion;

from these he drew other events, thus making a living thought of it that would always be retained. In Canadian History he illustrated the period of discovery; taking Jacques Cartier for centre, he placed Christopher Columbus to the left or in advance of him, and Cabot to the right, and from these sundry events naturally radiated such as would interest any pupil. He then gave a list of such high class novels as would furnish the reader with the principal events of the different periods, such as:—

1. Hereward, the Last of the Saxons;
2. Ivanhoe;
3. Scottish Chiefs (Miss Porter's);
4. Kenilworth;
5. The Fortunes of Nigel;
6. Old Mortality;
7. Rob Roy;
8. Waverly;
9. Virginians;
10. Ravenshoe;
11. Chien d'Or;
12. Biencourt.

In the afternoon, Dr. Harper, besides continuing the discussion of grammar and the improved methods of handling it as a school subject, gave a half hour to Physical Drill, illustrating how drill could be given without violent exercise, by moving the muscles of some of the parts of the body, even in a sitting position.

On Thursday morning, the subject of his first lecture was Study and the Text Book, in which he endeavoured to show that the text book must not be relied on except as an aid to memory, and could after a while be almost wholly discarded by a teacher who understood his subject; and afterwards, under the title of "Work for the Little Ones," continued his practical hints, showing at the same time how inattention was often caused by fatigued nerves and muscles, and how two or three minutes of recreative exercises, taken before a lesson, often resulted in greater interest being taken in the lesson. He claimed that the Kindergarten, like the Manual Training School, was only on trial, and that though in themselves these systems might not realize results which would lead to their permanency, as a system distinct from the general plan of education, yet the principles of regulating the play of children, and developing them physically through the exercises of the workshop, must eventually tell upon the methods had in use in all our schools, and from an examination of the former at least, our elementary teachers can most readily learn what is meant by recreative work for the little ones. In the afternoon he took up the subject of the analysis and synthesis of sentences, and proved that the natural method of imparting instruction is strikingly illustrated by the three stages of gram-

mar teaching,—synthesis, first, or the careful examination of the sentence as something which the child can examine in its completeness, and which he can be trained to make for himself; analysis, second, leading to a knowledge of the functions of the parts of a sentence and the parts of speech; and synthesis, last, or composition which is the converse of analysis, and in connection with which analysis is only a means to an end, the end being the right use of words spoken or written.

On Friday morning, Dr. Harper spoke on the Fundamentals of Education, and enumerated them as follows:—1. The mind and body a unit in their action and reaction on each other; 2. Education a growth in school as in society; 3. The teacher and all school appliances a means to an end, viz., the developing of the whole being through the faculties of mind and body; 4. Education the art of directing energy in the line of the least possible resistance; 5. Education the art of determining the unknown in terms of the known; 6. Permanent thought is produced by attention, from this is evolved memory and reasoning. In his closing lecture under the title of "Science for the Little Ones," the same gentleman gave practical hints on teaching arithmetic, simply and effectually giving examples in illustration, afterwards giving simple science lessons for little ones. The subjects he illustrated were Electricity, Botany, Entomology and Chemistry, showing how these, even in the primary classes, might be used as aids in making the school a pleasant place.

At the end of each day, the Question Box was opened and its contents discussed. At Lennoxville lectures were delivered on the evenings of Wednesday and Thursday, by Dr. Adams, of Bishop's College, and Dr. Harper. At Lachute a public meeting was held on Thursday evening, at which addresses were delivered by Dr. Christie, and the Institute lecturers. There were over one hundred and fifty teachers in attendance at these Institutes.

Editorial Notes and Comments.

It is always pleasant to contemplate the progress of the times in which we live, in whatever direction that progress may be visible. And as educational progress confessedly lies at the root of all true social progress, we really ought to take as much interest in the great educational movements of the times, as in any other. During the months of midsummer, we see everywhere an activity among our teachers, as they flock to the various normal institutes, summer schools and teachers' conventions held in every section of the continent of America; and recognize in such activity an earnest of success in school work, under whatever general system of public instruction such work may be carried on. Nor need we be ashamed to contemplate the activity to be seen among the teachers of our own province, having evidently for its object their own advancement as professional workers in a great cause; and when enquiry is made how far those in authority are seeking to second the efforts of the teachers of the province in their attempts to improve the schools under their supervision, it is further gratifying to learn that among such also we have evidences of increased activity. Indeed the past year has been a momentous one in the history of education in Quebec, inasmuch as the Legislature has during its last session sanctioned the revised statutes dealing with education in the province, thus giving what may be recognised as being virtually a new and improved Education Law. Such a movement had its origin some years ago in the action of the Protestant Committee, who, with a praiseworthy desire to look after the interests of the minority without injury to the general interest, have thus succeeded in enlisting the sympathy of the whole Council of Public Instruction, to some extent at least, in behalf of our common schools. It is certainly a pity that such endeavours should not have been crowned with the success of the movement in favour of an increased subsidy to common school education. There can hardly be a doubt but that such a movement will meet with favour at the hands of our legislators, whenever they have an opportunity of discussing it on the floor of the House. But it seems that there was some delay in presenting the petitions praying for such an increase, and the matter has

been of necessity postponed for another year. The success of our schools depends more upon our teachers than upon the system under which they work; and in order to secure a maximum success, we must be able to induce the most intelligent of our young men and women to qualify themselves for the work of successful teaching. And there is no need to say, how talent as good as is going can be secured for this work, or for any other work. As things are now-a-days, a man or woman to be useful in any calling which has for its object the social improvement of mankind must be respectable, and wretched as the money test is, everybody knows how difficult it is for the poor to be classified among the respectable. That our teachers, notwithstanding the pittance which many of them receive, still hold rank among the respectable, shows that the money test is not yet the universal test, yet that is no reason why our teachers should not be better paid, unless our legislators wish to show that they are insincere in their efforts to improve education in our province. The petitions which have been received from all parts of the province in favour of an increased subsidy for common school education, and which have now been placed in the hands of the proper authorities for presentation, will no doubt be discussed at the next session of Parliament, with a result, we believe, gratifying to all friends of education here and elsewhere.

—And while the Legislature has given its sanction to the Consolidated School Law, the Department of Public Instruction has been codifying a set of regulations for the guidance of commissioners and other school officers. Among the new enactments in the School Law is one authorizing the organization of a Central Board of Examiners for Teachers' Diplomas for the whole province. Such a Board has long been looked upon as a necessity in order to avoid discrimination in the awards by separate Boards. The examination papers will in future be prepared by the members of the Central Board, and the papers of the candidates afterwards examined by them. The numbers of examining stations may be increased in order to accommodate the candidates who live in districts remote from the centres established now for so many years. The question of assimilation of diplomas or certificates granted to teachers all over the Dominion of Canada, has often been a subject for discussion in the dif-

ferent provinces; and the province of Quebec seems to be the first to have made arrangements whereby a teacher coming from a neighbouring province may have his teacher's certificate, granted to him elsewhere in the British possessions, recognized by the Council of Public Instruction of Quebec. In taking out a diploma to teach in the province of Quebec, the teacher shall receive credit for the subjects in which he has passed elsewhere; and should such subjects, in which he has been examined elsewhere (by a provincial or government board, of course), not include all the subjects prescribed in our province, he has to pass in the additional subjects. No Board of School Commissioners can employ a teacher without a diploma; and now that the regulations have been so framed as to enable old and experienced teachers from other provinces to take out diplomas on the easiest terms, the law will no doubt be strictly carried out in the future. Among the other regulations are those which refer to the duties of commissioners, inspectors and teachers, the fixing of the holidays, the furnishing of the school-rooms, and the use of the authorized text-books. The recognition of attendance at the normal institutes as a means of obtaining a higher grade of diploma, has brought about their permanency, and what with this, and the consolidated school law, and the newly codified regulations, we may expect to be able to report in years to come an improvement in the schools in every section of the province.

—Every teacher has heard of Dr. Fitch's *Lectures on Teaching*; and when they learn that he has lately been in America, attending some of our teachers' gatherings, they may be interested in knowing what he thinks of the systems of education in America. He passed through our province on his way from New Brunswick to Ontario and the West, and the writer had the pleasure of meeting the distinguished educationist. His absence has been missed in Britain, for the *Journal of Education*, published in London, in discussing the educational situation in Britain at the present moment, says that the system of elementary education in England does not seem to have a single articulate defender, or, in Dr. Fitch's absence, even an apologist; and the same periodical, quoting from the *School Journal* of New York, goes further and states that even Dr. Fitch may no longer be looked upon as an apologist for the system of instruction in England,

which is said to excite little interest in the minds of the pupils, and leaves little or no impression. "The end sought in the English schools," Dr. Fitch, it appears, has said during his late visit to Newport, "seems to be the knowledge obtained; the American idea is the formation of a solid character;" and the *Journal of Education* hopes that Dr. Fitch on his return to England will give preference to the American idea. While in Quebec, Dr. Fitch made careful enquiry into the school system of our province, and had the time of his visit not been the holiday season, we might have been favoured with his opinions in a public address. His visit will no doubt be of great service to the educational world, not only to us of America, to whom he has lately been giving instruction, but to the teachers of England, when he has matured his ideas on the systems he has been carefully examining on this side of the Atlantic.

—The people of England are not a little excited, if that be possible, over the condition of elementary education. If we are to believe Mr. Runciman, who has lately sent an article to the *Contemporary Review* on the subject, we ought certainly to look for a rising in some of the towns and cities against the amateurish clerks in whose hands the administration of the Education Law of that country is said to have been placed. It is evident from the following, however, that Mr. Runciman has been badly bitten with the Technical Education craze:—"Our workmen who were to be raised in magic fashion by the influence of primers are beaten right along the line by the foreigner; the labour market is swamped by thousands of ill-equipped persons who have a smattering of primer knowledge, but who are unfit for any practical pursuit; masters everywhere complain that the new generation acquire just enough educational lumber to make them conceited; the mobs of youngers, all of whom have run the gauntlet of the Government standards, are more dangerous, more loutish, more insolent and daring, than even the mobs of 1820 and 1832." So says Mr. Runciman, but then the Technical Education Bill, which has been before the House of Commons, has been laid aside for the moment, and perhaps we can trace the enthusiast's wrath to the miscarriage.

—There is union in the air among the churches, and should it be realized it will be none the worse for education in this pro-

vince or elsewhere. The Pan-Anglican and Pan-Presbyterian Councils have just held their meetings in London, and through their discussions the tendency towards union has evidently been strengthened. At the former council, a report was sent in by a committee in favour of recognizing the universities that have been established of later date in Great Britain and her colonies—such recognition to be given irrespective of their denominational leanings. And when we look to Canada, in its educational agitations of the present time, we can easily see how the spirit that animated the committee while issuing such a report, is only an evidence that the spirit is everywhere. In Ontario, the university scheme has been burked to some extent by local influences and special pleadings. In New Brunswick there is but one university, if we place the Sackville institutions among the colleges of Nova Scotia, and in Manitoba this unity has also been attained to. In Nova Scotia, union among the colleges has been a vexed question for the last twenty years at least; and at last it would appear that the all but endless discussion is to bear fruit at last in the amalgamation of Dalhousie College of Halifax with King's College of Windsor. In our own province an almost perfect unanimity exists between our two universities, and were it not for the charter that would die hard in case of union—in other words, were it not for the vested rights and sentiment involved, union might be brought about, to the advantage of both. Yet as it is, the interests of intermediate education are not neglected by either university, nor does any Protestant denomination refuse to recognize the diploma of either institution. There is, moreover, an idea in connection with the action of the Committee on Education of the late Pan-Anglican Conference which is worth noting. The universities are not to be served by the action of the Church as much as is the Church to be served by its own action; and it were better, in all matters pertaining to the social advancement of the community, for the Church to take an active part at the inception of such movements, when, as will happen, it may have to make some sacrifice, than merely to appear at the "heel of the hunt," when it becomes so evident to every one that it only serves its own purpose by being there.

—Some one has been asking somebody to teach for nothing, and we are not sorry to read the following rebuke to those who

would create college chairs *ad infinitum*, as professors to fill them happen to turn up:—"Some newspapers, we see, in order to get a commencement in the direction indicated started, suggest that gentlemen of learned leisure and proficiency in the study might volunteer to do the work of teaching for nothing. No greater mistake could be made than to ask a man capable of teaching Canadian history, to do the work gratuitously. Why should the classical professor be paid, and the history professor be required to do as much work for nothing? No man should be asked to give his services free. A really capable man could not afford to teach for nothing, and if the chairs are created, the professors must be paid adequately for their services. There is no reason in the world why Canadian history should be taught as an act of charity." We will no doubt be considered very disloyal to Canadian interests, if we turn away from the proposal of founding chairs in our colleges on Canadian history. Yet, in our opinion, it would be little short of folly to multiply history subjects in our colleges. When the authorities of older countries than ours begin to talk of establishing chairs for the teaching of their own history as a specialty, it will be time enough for us to play the rôle of the frog to the ox. We do not believe Canadian history is being neglected in our schools or colleges.

Current Events.

The Rev. Dr. Mathews, for so many years a member of the Protestant Committee of the Council of Public Instruction, has been appointed permanent secretary of the Pan-Presbyterian Council, a position which is one of the most influential in the church to which he belongs. It will be difficult to find a man of the same zeal in educational affairs, to take his place on the Protestant Committee. His loyalty to the school interests of the province of Quebec are well known, and there is great reason for regret at his removal, just as there is a feeling of gratification at his well-earned promotion.

—Among the changes in our Superior Schools this year, we note that Mr. Jackson, formerly principal of Waterloo Academy,

has been appointed principal of the Cote St. Antoine Academy, Montreal. Mr. Lawe of Three Rivers, has been appointed to a position in Iowa, where his experience as a successful teacher will have a wider scope as a district superintendent. Mr. Gilmour of the Sorel Model School has become principal of Sutton Model School, and Mr. Hibbard of Dunham, has been appointed headmaster of the Cowansville Academy. Mr. Silver of Clarenceville, takes the position vacated by Mr. Jackson in Waterloo, Mr. Erastus Howard takes Mr. Silver's late position, and Mr. Truell goes to Dunham. We will be able to note other changes next month.

—There is a moral to be drawn from the following which should not be forgotten by our communities in Canada, when electing their school commissioners. A School Board has recently been elected in a rather out of the way corner of the Midland counties of England. Its members include two gentlemen who are considered, by the help of the cumulative vote, to be able to direct the instruction of others. One of these was able to evolve a plan of campaign to set before the electors, from which we gather, without any alteration, the following fourfold "line of policy":—(1) "I shall want a Clerk that will treat the members of the Board as being his masters"; (2) "I shall want eighty pounds taken off the three head teachers"; (3) "I shall try to get the contracts made for the coal, so that the farmers and those who have horses may have a share in the drawing"; and (4) "I shall try to make the Board more undenominational, as it has been repeatedly said that so-and-so will never make a teacher, I shall want a thorough explanation why they will not." This form of appeal may not commend itself as a model, but its author holds it in the highest respect. "I shall not court smiles and favours," adds he, in bigger and bolder type, "but I shall stand true to my policy."

— The following brief sketch of Dr. Fitch, which is taken from one of our Canadian contemporaries, may serve to show how long and important has been his connection with educational work: Born in 1824, he gained his higher education at University College, London, receiving his degree of M. A. from the University of London. From 1851 to 1856, he was Vice-Principal, and from 1856 to 1863, Principal of the Normal College of the

British and Foreign School Society. While in this position, in conjunction with Dr. Cornwell, his colleague, he was the author of "The Science of Arithmetic," a book designed to aid teachers in explaining the *rationale* of arithmetical processes. In 1863, on the recommendation of Earl Granville, he was appointed one of Her Majesty's Inspectors of Schools, with charge of the Yorkshire district, but has since been repeatedly detached from that office on special and temporary service of a highly important nature. This service has for the most part consisted in making inquiries into the state of primary and secondary education in England, and reporting thereon. He was for ten years examiner in the University of London, in English language, literature and history, and for twenty years was one of the special examiners for the civil service. He is now the senior Inspector of Her Majesty's schools.

— At a meeting of the Edinburgh School Board, the committee reported the result of the conference with the head masters on the subject of home lessons. The head masters had stated that they looked upon these lessons as a most valuable aid to home training. They also considered them specially useful for their moral and educational value, and, moreover, they could not be dispensed with, even if so desired, owing to the greatly increased requirements of the Code. All the members of the Board present took part in the discussion, and there was a general agreement that while home lessons ought to be encouraged, none should be prescribed which could not be prepared by the children without assistance. The head masters state that in the matter of home lessons they had not been exacting in the past, even with the additional requirements expected of them, but the result of the conference would be that they would be even more careful in future to avoid giving any reasonable ground for complaint.

— The teachers' convention at St. John, N.B., has been declared a success by the newspapers of the Maritime Provinces. Among those present were Sir William Dawson of McGill University, Dr. Fitch of London, England, and Colonel Parker of the United States. From the appearance of the programme, we are afraid the committee has been a little too liberal in its arrangements for providing speakers, so liberal that we are told

that some of the best of the essays on educational topics had to be laid aside. We had an experience of such mis-timed liberality at our own convention last year, which will, no doubt, be avoided in years to come. A good healthy discussion, well directed by an intelligent president, is worth more to the practical teacher than a hundred homilies delivered by the most fluent of orators.

—The question, "What shall the schools teach?" says an American contemporary, was answered in proper form more than twenty centuries ago:—"Teach the boy what he will practice when he becomes a man." The literal interpreter sees in this only the injunction to teach the boy blacksmithing if that is to be his vocation in life. He would thus bring back into our civilization the system of caste. He who interprets it in the light of the nineteenth century rather than of the first, sees in it the injunction to make every child, so far as possible, intelligent and obedient. When this has been done, the battle of life is more than half won. Armed with the invincible sword of *intelligence* and clothed in the invulnerable armour of *obedience*, one is master of the world so far as he has need of it to supply his physical and spiritual wants. This ideal will not be fully realized in the school, it is true, but it is the function of the school to make it possible for this ideal to be realized in subsequent life.

—There is a great difference between the educational standards in the different states of South America. Chili and the Argentine Republic are the most advanced in progress, and are doing their utmost to keep abreast of modern improvements. The Minister of Education of Chili has sent instructions to the Chilian representative at Berlin to take the necessary measures for sending the two Chilian teachers at present in training at the Training College at Dresden, to Naas, in order to follow there a course on manual instruction. Another Chilian—Mr. Claudio Matte—has just returned to his native town, Santiago, from a tour through all the civilised countries in the world, which has extended over five years, undertaken entirely at his own expense in the interests of education, in order to study on the spot the different systems. He has published a report of his experience and investigations, and has opened at Santiago an exhibition of the things, educational and otherwise, which he has collected during his peregrinations.

—The proceedings associated with the third Pan-Anglican Conference were brought to a close last Saturday by a service in St. Paul's Cathedral, in which 144 bishops, many Canadian prelates among them, took part. What has been the outcome of the three weeks' deliberations we are not yet privileged to know, and shall not be informed until the reports of the various committees are made public. One of the main subjects of discussion has, of course, been the present relations of the Anglican communities in the colonies with the Church of the mother land, and how these relations may best be maintained and strengthened. With this object in view several suggestions have probably been advanced—as many, perhaps, as centre round that kindred problem of the future relations of the colonies with the home state. In the one case, as in the other, a jealous regard for full local rights and privileges will undoubtedly be always insisted upon by the colonies. This and other matters are of course primarily subjects for colonial decision; but their ventilation in such a conference as that just brought to a close cannot do anything but good. Other recommendations, however, are entirely for the Church in the colonies to settle; and among these is one having in view the adoption by the primates of the leading colonies of the title of Archbishop.

—One of the most interesting, and, probably, the worst managed of the educational endowments in Italy—the Asiatic College of Naples—is at length, by a bill laid before Parliament this session, to be re-organised, and, it is to be hoped, placed on a sound footing. The history of the foundation is curious. In 1724, a priest of Eboli, Matteo Ripa, submitted to Charles VI. of Austria a project for establishing a college in Naples for the training of native Chinese who, having been taught the dogmas of Christianity, should be sent back to the East “in the service of God and your Majesty, and to further the glorious enterprise of commerce with China now opened in Ostend.” And, inasmuch as the projected college would be for the commercial advantage of the empire no less than for the religious benefit of the heathen, it was suggested that the Ostend Mercantile Company should contribute towards its maintenance. Three years later the Emperor gave his consent to the establishment, and, besides supplementing the liberal endowment given by Matteo

Ripa with an imperial grant of 800 ducats a year, ordered that the Ostend Mercantile Company should each year convey to and from China twelve students free of expense, and thus the first Asiatic college in Europe was established.

—The reports of the National Education Association, held lately in San Francisco, are so full that it is almost impossible to give an epitome of the proceedings. The opening exercises were held in the Mechanics' Pavilion, President Gore delivering the inaugural address. From some of the *original* papers read, for there were a great many of them far from being full of "the newness of life that burns," we shall cull from time to time the best things. Mr. Horace Scudder read a paper the first day on "The Place of Literature in Common School Education," and in the course of his remarks said:—"In the order of nature, the youth must be a citizen before he can become naturalized in the world. Yet in the same order there is an incipient, prophetic humanism before there is a conscious nationalism, and this earlier stage of the mind requires food of its own kind. That food is to be found in an adaptation of the literature of fable, myth and legend which sprang from the childish period of the world, and had but slight limitations in nationality or authorship. Literature of this sort makes the transition from the primer to national literature. The place, then, of literature in our common school education is in spiritualizing life, letting light into the mind, inspiring and feeding the higher forces of human nature."

—The Twenty-sixth Annual Meeting of the Teachers' Association in connection with the McGill Normal School was held in the library of the Normal School on Saturday morning, May 26th, at 9 o'clock. Several important amendments to the Constitution and By-laws of the Association were considered and decided upon, after which reports were read by the Secretary and the Treasurer; the statement from the latter showed a balance on hand of \$3.37. The following officers for the ensuing year were elected:—President: A. W. Kneeland, M.A. Vice-Presidents: Mr. Arthy, Miss Robins, Mr. Curtis, Miss Swallow. Secretary: Miss Peebles, re-elected. Treasurer: Mr. Humphrey, re-elected. Council: Miss Allen, Mr. Cockfield, Mr. Patterson, Rev. E. W. King, Mr. Parmelee, Miss Moore, Mr. Dixon. A

vote of thanks to the retiring officers was moved by Mr. Parmelee, and seconded by Dr. Kelley. Mr. Arthy, the retiring President, acknowledged the same in a few suitable remarks, after which the meeting adjourned.

—*The Twenty-sixth Annual Report of the Teachers' Association in Connection with the McGill Normal School.*—Mr. President, Ladies and Gentlemen of the Association:—A retrospect of the year's work is needful for obtaining a clear idea, not only of the session's labour but also of the amount of benefit which may be expected to result. Facts are stubborn things, and the simple narration of such inflexible articles (for of such is to be the nature of this report) leave no scope for flow of eloquence or ample dissertation. As heretofore, the business of the Association has been carried on by the Council, of which there have been fifteen meetings, with an average attendance of about ten members out of fourteen. The sub-committees, to whom was intrusted the arrangement of work for the general meetings, have ably fulfilled their duties and have materially furthered the success of the year's programme. The outline of subjects for consideration at the general meetings was entirely formed from recommendations received in reply to a circular, issued by the Council to all the teachers in the city, for the purpose of enlisting in behalf of the Association the interest and coöperation of as many teachers as possible. It is much to be regretted that the result has not fulfilled the expectations of the Council, as the attendance, with the exception of the first meeting, has been far from encouraging. Eleven regular meetings have taken place, having been held, as far as possible, fortnightly; they were devoted alternately to the consideration of professional topics and the perusal of Shakespeare's play, "Henry V." The former provided the programme for five evenings, the latter for six. The work of the season was commenced most auspiciously, on November 4th, by an highly interesting lecture on "Shakespeare," delivered by Prof. Moyses of McGill University. To that gentleman, and to all the friends of the Association who have assisted at the meetings, the members desire to take this opportunity of recording their sincere thanks. The following is the list of subjects discussed during the past season, on which ten papers were prepared by nine members:—Geography, Disci-

pline, Shakespeare in Schools; Historical Circumstances of the Play, "Henry V.;" Course of Study in the Common and the High Schools respectively, School Text-books, How to Secure and Retain Order in the Class-room. On the evenings devoted to professional topics, much pleasure has been derived from what has been termed the "*Resumé*," which consisted of a short synopsis of recent transactions in the educational world. In addition to the number of those contributing papers, twenty-six members have aided in the programme, either by engaging in the discussions or in reading the play. The Association, at present, has a membership of ninety-nine persons, of whom three are honorary and ninety-six ordinary members—the latter including twenty-two gentlemen and seventy-four ladies. One resignation has been received during the past year, and fourteen ladies and two gentlemen have been elected members. The departure from this province of Dr. McGregor will remove from the ranks of the Association one who has been connected with it since its organization in 1862, and who has manifested at all times a kindly interest in its welfare. Dr. McGregor will carry with him to his distant home the good wishes of his friends and fellow-members of the Association. It is a subject for regret that throughout the past session the efforts of the Council have been seconded by, comparatively speaking, so few of the members, and in closing this report the earnest hope is expressed that a more pronounced *esprit de corps* and practical manifestation of sympathy will characterize the meetings of next year. This report is respectfully submitted by your Secretary.—MARY T. PEEBLES.

Literature, Historical Notes, etc.

THE BATTLE OF THE PLAINS.

Dedicated by permission to DR. FRANCIS PARKMAN. the Historian.

O Fate! what shadows flit within the pale
 Of memory's maze, as seeming near, the wail
 Of heroes' hopes, spent in the rage of war,
 Brings echo from the past a-seeming far!
 How pause we on the verge of living joy
 To scan the mirth and woe of life's alloy
 Writ red on history's page,—a tale ungrate
 Of glory's prowess born of tribal hate!

Athwart these plains, where armies erst have fought
 In short-timed strife, we still would glide in thought,
 To read heroic day-dream in the forms
 Of gathering clouds, arrayed for battle-storms,—
 To watch the flash that livid gleams on death
 While roars its thunder o'er the torrid heath.
 Is that the pibroch of the Celtic braves
 That calls contending kinsmen to their graves?
 Are these the shouts of liberty that guide
 To slavery a budding nation's pride?
 Adown the hollow there may still be found,
 Near by an obscure pillar, helmet-crowned,
 The spot revered, where Wolfe victorious fell,
 Within the sound of Montcalm's dying knell:
 'Twas yonder up the slope, in full array,
 While yet the scene was one of doubtful fray,
 He saw, through haze of death, his trusty Celt
 Rush at the foe: 'twas here his great heart felt
 At once the greatest mortal joy and pain,
 Soul-wrung with victory as he passed within.

* * * * *

Abreast the lines the hero fell, in the thickest of the fray,
 And he whispered near him not to tell, till victory crowned the day:
 As he lay upon the greensward slope, with anguish in his eyes,
 His soul still bounded, winged with hope, to grasp ambition's prize.

A patriot trained, his king he served: his courage never paled:
 Against his feeble body nerved, his spirit never failed;
 If he felt his race its goal had found, for him was glory's gain
 In the hopes that still dared hover round his battle-field of pain.

A moment's thought for those he loved in the dear old English home,
 And then again his longings roved to sift the cannon's boom:
 Will he die before the victory assured is in his ears,
 To sound the valedictory of his earthly hopes and fears?

Ah! no, for stands a messenger with tidings from the plain,
 Whose troubled smile is harbinger of joy repressed by pain;
 For he knows his general's dying fast, whate'er the news he bears,
 And his heart, with sadness overcast, his zeal restrains with tears.

Yet stooping o'er the prostrate form to catch the hero's eye,
 He tells how fast before the storm, they run the musketry:
 "Who runs?" the general quickly said, though no fear was in his face,
 For of nothing was he e'er afraid, unless it were disgrace:

Besides he knew his men were brave, tried veterans in the field,—
 From Louisbourg victorious wave that seldom thought to yield:
 And when the soldier knelt to tell how the foe it was that ran,
 "So soon!" was all that feebly fell from the lips resisting pain.

"Send Burton," and he breathed again, "to check them in retreat,
 "To guard St. Charles's bridge and plain, and make secure defeat:"
 Alas! 'twas duty's last behest, in faintest whisper sighed,
 For death his soldier-victim pressed and would not be defied.

But now to him death had no sting, though his years had been but brief,
 For he knew his deeds would joyous ring to soothe a mother's grief:
 "Now God be praised," his last words came, "for happy do I die;"
 And those around him knew his fame was immortality.

And still the centuries love to tell of victory's glorious sheen,
 That gilds the plain whereon he fell, to keep his glory green;
 For his renown is England's might that finds her own the fame
 Of those who death have dared in fight, for the honour of her name.

* * * * *

With speed of light, as on the silvered plate
 Of photographic art, the tints innate
 On fancy's film, begrimmed with battle-breath,
 Group animate around the hero's death.
 Across the gorse-clad plain, in dawn's faint light,
 We still would see the prelude of the fight,
 And breathless watch the panoramic view
 Of red-array on battle-field anew.
 Behold the invader's columns press the edge
 Of slopes worn headlong near the river's sedge!
 With nature for defence on further side,
 The left battalion, steeled with veteran pride,
 Turns to the field, for no defeat prepared,
 Till fate and death its courage tried have dared.
 From neighbouring woods, a galling fire declares
 The foe astir; and then the message nears
 They're on the march,—a band to reach St. Foye,
 While three divisions o'er the plains deploy.
 At first, attack disturbs the British flank,
 As tribute-claims it draws from every rank;
 But Townshend and his men, with speed of wind,
 The aid desired for comrades wavering find,
 While still their general's friendly voice rings out
 To re-assure brave men with valour's shout.
 And now we see, as fancy's freaks behoove,
 In lights phantasmic, French and British move,

To meet in middle shock, not far a-field,
 Where prowess overpowered by fate must yield.
 The French, yet heedless of the stern advance
 Of kilted silence, soon the strife commence ;
 Their fitful volleys on the British lines,
 But mark the wounds which marching courage tines
 By filling up the breach, at duty's call,
 By daring death's demands as comrades fall.
 The havoc's great ; yet, never wavering led,
 The British cohorts march with fearless tread,
 Nor fire a shot, howe'er their wills rebel,
 Till at command their every shot can tell.
 But when the word goes forth, the vale is filled
 With thunderous fire a nation's pride hath drilled,
 To time its volleys in one musket roll,
 Against defeat that flouts its own control.

* * * * *

What strange éclat to us that volley brings
 As through our souls becalmed in booming rings !
 We hear its echo through the aëters of time
 And hallow it with requiem-thoughts sublime ;
 While yet we see the stricken Frenchmen reel,
 As Celtic cheers a British victory seal.
 The dreadful rout three waves of fire complete,
 Till down the slope it moves with hurrying feet,
 To crowd the wailing streets of old Quebec,
 And breathe a moment from the battle's wreck.
 'Twas then, with Wolfe and Montcalm stricken down,
 A failing cause was fought by fate alone ;
 'Twas then, when France, o'ercome, the field forsook,
 The empire of New France, decaying, shook.

* * * * *

'Twas in the rear the hero fell, a victim of defeat
 That weeps to sound a brave man's knell, a brave man in retreat ;
 When he saw his wavering army fly across the smoke-girt plain,
 His great heart heaved a bitter sigh, though his soul defied the pain.

There ran confusion like a tide at full ebb down the slopes,
 As the fragments of a soldier's pride lay shattered with his hopes,—
 Those hopes, which, bright as early dawn, had cheered him in the morn,
 Now dragged by defeat and drawn beneath the feet of scorn.

'Tis true his men had braved the storm of British musketry,
 As, at his word, they dared re-form, before they turned to flee ;
 But nothing could a victory urge o'er lines that never swerved,
 Whose front drove back the battle's surge in face of death unnerved.

Tw'as as he rode by panic's flank to re-assure retreat,
 That, pressed by death's chance bolt he sank at anxious duty's feet ;
 Yet, stricken down, his only thought was how the tide to stem,
 As from his hier he vainly sought a lost cause to redeem.

Even when the rout found rest at last from the gailing musketeers,
 His orders issued thick and fast, to calm his followers' fears :
 Though wounded sore he gave no heed to what betokened death,
 For he felt his country's fate had need of a patriot's latest breath.

At last when told his end was near, 'twas then he found relief,
 " I shall not live the doom to hear of a city wrung with grief,
 " 'Tis God's hand presses on the town, perchance He'll set it free,
 " Besides the foe hath high renown that claims the victory."

And when De Ramesay sought his couch to urge a last behest,
 No tremor throbb'd the hero's touch as the sol'dier's hand he pressed ;
 " To France the fair be ever leal, whatever may betide,
 " Soil not her lilies when you seal a treaty with her pride ;

" Our foe is generous as brave, nor will our faith betray,
 " He'll never make New France a slave, though victor in the fray ;
 " This night I spend the last on earth, communing with my God,
 " The morrow's sun will bring me birth within His high abode."

" So God be with you all," he said, as he chid his comrades' tears,
 And turned with pain upon his bed, still undisturbed by fears ;
 And soon from earth there passed a soul as brave as France hath seen,
 And as the centuries onward roll his fame is fresh and green.

* * * * *

And now the knoll that deadly conflict saw
 Is strangely crown'd with emblem of the law
 That curbs the human passions, finding vent,
 Though not in war in ways unholy bent.
 In summer from the tower the eye may rest
 Upon the fields by war and nature pressed
 Aloft in gravel-beds and grassy knowes,
 Whereon the lowing kine the greensward browse ;
 When winter comes with polar storms in train
 To cover with its fleece the drowsy plain,
 Beneath the wreathlets of the snow-flake sea
 There sleeps the mingling peace of destiny,
 That calms beneath its storn the whilom foes,
 Who, fiercely fighting, clarified their woes,
 Till liberty assured had crystallized
 The bitterness of strife in friendships prized.

Practical Hints and Examination Papers.

The memory is often treacherous at times, and the following incident may be of service as an illustration. During the performance, which seems to have been of a mixed character, the gods in the galleries called for their favorite song, *The Sprig of Shillelagh*, though it was not announced in the bills; and Mr John Henry Johnstone, a well-known Irish actor and vocalist, came forward with alacrity and good-humor to comply with the wishes of the audience. Accordingly, the music was played, but the singer stood silent and apparently confused. The symphony was repeated, but the same silence and confusion on the part of the vocalist took place in rather an increased degree. The symphony was performed a third time, but all to no purpose. At length Mr Johnstone came forward to the front of the stage and thus addressed the audience; "Ladies and gentlemen, I assure you that I have sung this song so often that I forget the first line." A roar of laughter greeted these words, and hundreds of good-humored voices began to prompt the singer, who immediately gave the favorite song in good style, and gained increased applause.

—"The soul of man," exclaims Goethe, "how like the water!" And so I have thought, as standing upon the brink of some calm lake, whose pellucid bosom gave back the images formed therein, I have seen children casting in pebbles, and heard their peals of merry laughter, as they clapped their hands in delight, watching ripple follow ripple to the opposite shore. How like the life of the teacher, as he stands before his class day by day depositing in the child-life pearls of truth and knowledge, starting waves of influence that roll on and on until they beat upon the boundless shores of eternity!—*Judge Swann*.

—Young teacher, you have chosen an honorable profession, but one that brings with it the gravest responsibilities. When you engage to teach, you engage to instruct your pupils in the great art of receiving and communicating intelligence; your engagement implies a promise on your part to be faithful to your work, but you cannot be faithful to your work if your attention is chiefly directed to matters foreign to the interests of your school.

—Do not get the idea that no book is worth reading unless it has some romance in it. We find some literature just as charming, that will elevate and purify while it ennobles and pleases, and yet there is no romance about it. Life is too short to spend in seeking mere pleasures; so we must be at work while the sun shines, "for when the night comes no man can work." Nature herself protests against ignorance, and leads us gently to paths of knowledge. If we cannot find books to read as good as we would like to have them, ask some one on whom we can rely to give us a list of good books. We all know that first we should have the Bible, because it is a rich storehouse of wisdom. It is the inspired volume of God, and it is a duty and ought to be a pleasure to every one to read this sacred book.

—Funereal quietness is not good order. Such death-like stillness is intended only for the sick-room, or for funeral occasions. It is incompatible with the necessary business of the school-room. Pounding the bell, and allowing it to ring until "the last lingering echoes die away on the stilly air," is not good order. There is no magic in the bell. It is a mistake to suppose that pounding the bell will bring a noisy school to order. If a light tap does not answer all purposes, the fault is not in the bell, but in the teacher. It is not the bell, but the person using it that secures obedience.

Correspondence.

Diploma. By applying for a copy of the regulations, you will see how a diploma may be obtained, with credit given for the certificates you hold. The rule has been carefully adhered to this year for the first time.

The Supplementary. This is certainly a very great privilege to those who may have failed in only one or two subjects; and no candidate should look upon it in any other light. Without such an examination a whole year would expire before an opportunity of being re-examined presented itself.

School Examinations. The awards will be made as last year, and cards have been issued as usual to the successful pupils. Though some of the papers were a little more difficult than they were last year, the results have been very satisfactory, as will be seen when the marks are published.

Tasmania or Van Diemen's Land. The first name is derived from the distinguished Dutch navigator, born at Hoom, North Holland, in 1603. The second is derived from Van Diemen, Governor-General of the Dutch East Indies, who sent Tasman on his voyage of discovery.

Enquærer. The Ascidian referred to is a type of the *Tunicata*, the *Ascidia Mentula*. The diagram in coloured chalk was in great part conventional as were most of the others.

University. The word university was originally applied to any corporation, and when used in ancient times, required further words to explain its application. As a general thing, the first word printed in Worcester, when there are two pronunciations or two spellings of the same word, is to be taken as the form to be preferred.

The Lady of the Lake. A contracted form of the poem is in preparation by the Messrs. Dawson of Montreal.

Books Received and Reviewed.

CÆSAR'S ARMY, A Study of the Military Art of the Romans in the Last Days of the Republic, by Harry Pratt Judson, and published by Messrs. Ginn & Co., Boston. This is a work which the classical master will find very useful. It has been prepared by a gentleman who has given a great deal of time to the study of the subject of Roman military tactics, and we feel assured that his book will come in for a share of the highest commendation from those interested in military science. Each point is presented in the light of the established facts and of the inferences of leading specialists, and is illustrated by comparison with parallel military methods in modern armies. There is also a large number of cuts and diagrams. In this way it is attempted to present a clear picture of a Roman army so that the evolutions of Cæsar's wars may have a definite and intelligible meaning. The book is beautifully illustrated.

LAMARTINE. Selected Poems from *Premières et Nouvelles Méditations*, edited by George O. Curme of Cornell College, Iowa, and published by Messrs D. C. Heath & Co., Boston. The editor of this neat little volume has placed before us some of the richest gems of the sweet singer of France: to him Lamartine is the dearest of all French poets. As a preparation to such a volume as this we would recommend our readers, who have not yet gained a sufficient acquaintance with the writings of this poet to join Mr. Curme in his enthusiasm, to read the description of Jerusalem in the *Voyage en l'Orient*; and if in the Garden of Gethsemane he does not feel himself to be in the company of a writer who lives in the atmosphere of true poesy, he need hardly read the book which Mr. Curme has prepared with so much taste and discretion. But should it be otherwise, he will turn to Mr. Curme's book with delight, to drink a pleasant soul-draught from the poetry of one who, however, distinguished he was as an orator and statesman, will be remembered longest as a poet and a matchless writer of prose. The lovers of French literature will everywhere thank Mr. Curme for his preparation of these selections, and for the interesting biography which precedes them.

SCHOOL READINGS in the Greek Testament, being the outline of the Life of our Lord, arranged and edited by Arthur Calvert, M.A., of St. John's College, Cambridge, and published by Messrs. Macmillan & Co., London and New York. This is an excellent book for the beginner in Greek. With its vocabulary and notes, it is complete in itself.

A SECOND SCHOOL POETRY BOOK, compiled by M. A. Woods, Head Mistress of the Clifton High School for Girls, and published by Macmillan & Co., London. These selections are intended as a supplementary reader in our schools, and we know of none better. The editor has been very careful in selecting the pieces which interest. The volume would make a very suitable prize-book, if it be not used as a reader in the class.

THE STUDY OF THE MIDDLE AGES, by Dr. Ephraim Emerton, Professor of History in Harvard University, and published by Messrs. Ginn & Co., Boston. The historical period, which often goes under the name of the Dark Ages, has not received much attention as a school study. Gibbon's gloomy view of these times is the view most in acceptance; and Dr. Emerton, who is not at one with Gibbon, has undertaken in the present volume to point out that however sad a period of decay may be, there are evidences in it of agencies which tend to produce a new and fairer civilization. The book, we have no doubt, will become very popular with the young readers of history into whose hands it may fall. The style is very pleasant.

VIRGIL'S BUCOLICS, abridged from Conington's Edition by the Rev. Dr. Sheppard, late Head-Master of Kidderminster Grammar School, and published by Messrs. Deighton, Bell & Co., Cambridge, England. This is an excellent edition, which will tend to make the study of the shorter poems of Virgil more and more popular with our boys. It was undertaken under the superintendence of Professor Conington, the distinguished translator of Virgil, though the painstaking editor did not live to see his little book in print.

BENCH WORK IN WOOD, a Course of Study and Practice designed for the use of Schools and Colleges, by W. T. M. Goss, of Purdue University, Indiana, and published by Messrs. Ginn & Co., Boston. This is a book which the votaries of Manual Training will certainly favour. The author is a teacher of experience, and places his explanations before his students in language not to be misunderstood. Any boy would do well to procure a copy of this work, whether he is in attendance at a Manual Training School or not.

THE ELEMENTS OF CHEMISTRY, a Text-Book for Beginners, by Ira Remsen, Professor of Chemistry in the Johns Hopkins University, and published by Macmillan & Co. The plan of this book is the plan on which all such text-books ought to be arranged, the facts, the methods by which these facts are learned, the theories which such facts establish. This with the rank of the author is all the recommendation the book requires. We have heard of the Professor of Chemistry, who rushed into the chemical formulae even in his inaugural lecture, and thus gave his students a distaste for chemistry which lasted during the whole of the session. Even in school this is sometimes done, a method which it is needless to say, Professor Remsen condemns in unmeasured terms, and by his own work shows how it is to be obviated.

OTHER BOOKS RECEIVED and to be reviewed next month:—Webb's *Definitions of Euclid*, Bell & Sons, London; Paley's edition of Euripides' *Suppliants*, Hartley's *Quantitative Analysis*.

Official Department.

DEPARTMENT OF PUBLIC INSTRUCTION,
QUEBEC, 22nd June, 1888.

Which day the quarterly meeting of the Protestant Committee of the Council of Public Instruction was held. Present:—The Very Reverend Dean Norman, D.C.L., Rev. George Cornish, LL.D., R. W. Heneker, Esq., LL.D., G. L. Masten, Esq., Dr. Cameron, Rev. George Weir, LL.D.

In the absence of the Chairman, R. W. Heneker, Esq., was unanimously called to the chair.

Letters regretting their inability to be present at the meeting, were received from Sir William Dawson and E. J. Hemming, Esq., D.C.L.

The following correspondence and communications were submitted by the secretary for the consideration of the Committee:

From the Rev. M. M. Fothergill, resigning his position as inspector of Protestant schools.

Moved by the Dean of Quebec, seconded by Rev. Dr. Weir, "That the Protestant Committee of the Council of Public Instruction, having heard the correspondence between the Rev. M. M. Fothergill and the Hon. the Superintendent, respecting the resignation by the former of his position as inspector of Protestant schools, beg to concur in the regrets at this unavoidable action expressed by the Hon. the Superintendent.

From C. P. Cleveland, secretary Protestant Division of the Board of Examiners, Richmond, requesting that Principal Bannister, St. Francis College, and the Rev. John McLeod, Richmond, be appointed members of the Board, to replace Rev. Messrs. Dewey and Harding, who have removed from the district.

The Committee agreed that as Mr. Bannister is a teacher in St. Francis College, Rev. Messrs. McLeod and Balfour of Richmond, be recommended for appointment as members of the Board of Examiners, Richmond.

From Rev. Dr. Cornish on behalf of Protestant Division Board of Examiners, Montreal, recommending the appointment of Rev. J. L. Morin, as a member of the Protestant Division of the Board of Examiners of Montreal, in the place of the Rev. Theodore Lafleur, resigned.

The Committee agreed to recommend the appointment.

From the Honorable the Provincial Secretary, concerning the

recommendation made for the Protestant Committee at the last meeting, and requesting the Committee to make another recommendation for nomination.

It was moved by Dr. Cornish, seconded by Very Rev. Dean Norman, and

Resolved,—"That as an important principle touching the constitutional action of the Committee is involved, and as only a bare quorum of the Committee is present, the question be deferred for action till the next regular meeting of the Committee."

From C. W. Parkin, Esq., Hatley, asking that an Academy Diploma be granted him without examination, in view of his long services in the Province as a teacher.

The Committee instructed the Secretary to inform Mr. Parkin that they cannot legally entertain his application.

From G. H. Howard, Esq., Sherbrooke, applying for a first class Academy Diploma under the regulations of the Committee, and presenting the necessary certificates.

The Committee agreed that Mr. Howard be granted a first class Academy Diploma.

From Thomas Townsend, Esq., Sydenham, Ont., applying for a diploma, under the regulations of the Protestant Committee concerning persons holding extra-provincial diplomas, and presenting the necessary certificates.

The Committee agreed that Mr. Townsend should be exempt from examination in all the subjects for a Model School Diploma except Drawing, Book-keeping, Art of Teaching, Physiology and Hygiene, and that a second class Model School Diploma be granted him upon passing in these subjects.

From H. P. M. McKinstry, Ontario, applying for a diploma under the regulations of the Protestant Committee, concerning extra-provincial diplomas, and presenting the necessary certificates.

The Committee agreed that Mr. McKinstry should be exempt from examination in all the subjects of the examination for the Model School Diploma except French, Algebra, Latin, Physiology and Hygiene.

From R. Lawe, Esq., Three Rivers, concerning his application for a first class Academy Diploma.

The Committee instructed the secretary to inform Mr. Lawe

that the Committee has no power to recommend a diploma until Mr. Lawe has complied with the regulations.

From Sir William Dawson concerning graduates, being women, desiring to obtain Academy Diplomas.

The Committee agreed that women candidates for the Academy Diploma, who have passed for the degree of B.A. in Latin and German, instead of Latin and Greek, may receive the said diploma on passing in Greek Class I at the Intermediate Examination of 1889-90.

From Francis M. Webb, Esq., New Carlisle, applying for exemption in the examination for Model School Diplomas, and presenting certificates.

The Committee agreed to instruct the secretary to inform Mr. Webb that it has no power, under existing regulations to grant him exemptions in the examination for the Model School Diploma on the ground of his matriculation examination in London University.

From Robert M. Smith of Lachine, applying for a first class Academy Diploma and presenting certificates.

The secretary was instructed to inform Mr. Smith that, as he has not taught ten years in this Province, he is not eligible for a first class Academy Diploma.

From Copp, Clark & Co., Toronto, and F. Bissett, Cornwall, submitting text-books and maps.

They were referred to the Committee on text-books.

From Canadian Institute, Toronto, submitting a pamphlet concerning Time and its Notation, and asking that the attention of the schools of the Province be directed to the subject.

This was referred to the Committee on text-books.

The secretary submitted the following financial statement of the Protestant Committee which was received, examined and found correct:—

FINANCIAL STATEMENT OF PROTESTANT COMMITTEE.

I. SUPERIOR EDUCATION FUND.

1888.	<i>Receipts.</i>	
Feb. 29.	Balance on hand.....	\$ 569 00
	Expenditure.....	00 00
1888.		
June 20.	Balance on hand.....	\$ 569 00

II. CONTINGENT FUND.

1888.	<i>Receipts.</i>	
Feb. 29.	Balance on hand.....	\$1354 98
1888.	<i>Expenditure.</i>	
May 25.	Dr. Harper for quarter ending 31st March.....	\$ 125 00
	Secretary's salary for quarter.....	50 00
June 12.	Account for printing A. A. Examination papers.....	28 75
" 12.	Wm. Drysdale, for envelopes for exam. papers.....	25 00
	Dr. Harper for quarter ending 30th June.....	125 00
	Secretary's salary for quarter.....	50 00
	—————	403 75
June 20.	Balance on hand.....	951 23
	Total balance on hand.....	1520 23
	Outstanding cheques.....	100 00
" 20.	Bank Balance.....	\$ 1620 23

(Signed) R. W. H.

Dr. Harper, the Inspector of Superior Schools, appeared before the Committee and read his quarterly report, which was received.

On the report of the decease, on the 30th ult., of the Hon. Jas. Ferrier, Senator, for many years a member of this Committee, it was

Resolved,—That the Committee have heard with profound sorrow of the decease of their late honored colleague, Mr. Ferrier, and they hasten to place on record their high appreciation of the excellence of his character as a Christian gentleman, and of the great value of his services to the cause of education as a member of this Committee as well as in the other high positions which, for a period unusually long in the lifetime of men he occupied with an ability, regularity and attention so conspicuous and exemplary as to render it a difficult matter to fill the place his death has made void.

The Committee agreed to adopt the following resolution:—

Whereas, it is of importance that on the passing of the amending Act now before the Legislature, the Central Board of Examiners should be constituted with all due despatch, be it *Resolved*,—That His Honor the Lieutenant-Governor in Council be respectfully requested, on the passing of the said Act, to issue his proclamation constituting the said Central Board of Examiners.

The Committee then proceeded to examination of the Regulations of the Protestant Committee. The Committee amended existing regulations and adopted regulation concerning appeals from decision of the Superintendent and concerning the McGill Normal School, all of which to read as follows:—

* * * * *

The secretary was ordered to print the Regulations under the direction of a sub-committee composed of the Very Rev. Dean Norman and the Rev. Dr. Weir.

Moved by Rev. Dr. Cornish, seconded by Mr. Masten, and resolved:

That Inspector Hubbard and the Secretary of the Protestant Committee be appointed members of the Board of Examiners for candidates for the position of Inspector of Protestant Schools, and that the Superintendent be requested to appoint, by advertisement in the *Official Gazette*, a meeting of the Board of Examiners, early in September, for the examination of candidates for the vacancy caused by the resignation of Rev. M. M. Fothergill.

There being no further business, the Committee adjourned, to meet the last Wednesday in September, or earlier, on the call of the Chairman.

(Signed) R. W. HENEKER,

Chairman *pro tem*.

[True copy.]

ELSON I. REXFORD, Secretary.

NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased by an Order in Council of the 18th May, 1888, to appoint a school commissioner for the municipality of St. Clement, Co. Beauharnois, and one for the municipality of St. Jean de Dieu, Co. Temiscouata, also a school trustee for the municipality of St. André, Co. Argenteuil, and one for the municipality of St. Ambroise de Kildare, Co. Joliette, O. G. 1082.

23rd June.—To erect a new school municipality under the name of Ste. Anne de Sabrevois, Co. Iberville, also to erect a school municipality under the name of Ste. Dorothée, No. 2, Co Laval.

23rd June.—To appoint a school commissioner for the municipality of "Cap Desespoir" Co. Gaspé.

30th June.—To separate the township of Adstock from the municipality of St. Ephrem de Tring and erect it into a municipality for school purposes, with the limits it has as a rural municipality under the name of "Adstock."

—To detach certain lots from the municipality of St Jacques le Mineur, Co. Laprairie and to annex them to the municipality of Ste. Marguerite de Blairfindie, Co. St. John, for school purposes.

10th July.—To appoint the Rev. L. D. A. Marechal, vicar general, commissioner of the Roman Catholic schools of the City of Montreal, his previous term of office having expired.

12th July.—To make the following appointments of members of Boards of Examiners, Protestant section:—

Richmond Board, Rev. Messrs McLeod and Balfour to replace Rev. Messrs Dawey and Harding left the limits of the district.

Montreal Board, Rev. J. L. Morin to replace Rev. T. Lafleur resigned.

17th July.—To re-appoint the Ven. Archdeacon Evans member Protestant Board School Commissioners for Montreal, his former term of office having expired.

—To re-appoint W. G. Wurtele Esq. member Protestant Board School Commissioners for the City of Quebec, his former term of office having expired.

10th August.—To appoint two school commissioners for the municipality of Hincks, Co. Ottawa, two for the municipality of St Donat, Co. Rimouski, and one for the municipality of St. Onésime, Co. Kamouraska.

—To erect a new school municipality under the name of “municipality de la Côte St. Jean” O. G. 1558.

BOARD OF EXAMINERS—PROTESTANT DIVISIONS.

List of Candidates who obtained Diplomas at the Annual Examination held July, 1888, under the regulations of the Protestant Committee of the Council of Public Instruction.

Board of Examiners.	No. of Candidates Examined.	Names of successful candidates.	Grade of Diploma.	Class of Diploma.
Aylmer	21	Campbell, Christie A.	Elem.	3rd.
		Hanna, Charity	“	2nd.
		Hicks, Ellen	“	“
		Leslie, Martha	“	“
		Reid, Jessie	“	“
		Symmes, Weymouth	“	“
Bedford	39	Brack, Mary	Elem.	2nd.
		Bockus, Lulu	“	“
		Benham, Gratia	“	“
		Brown, Lucia	“	“
		Cutter, Grace S.	“	“
		Capsey, Minnie L.	“	“
		Corcoran, Sarah E.	“	“
		Cameron, Lucy J.	“	“
		Derby, Orris M.	“	“
		Elliott, Annie	“	“

BOARD OF EXAMINERS—Continued.

Board of Examiners.	No. of candidates Examined.	Names of successful candidates.	Grade of Diploma.	Class of Diploma.
		Goold, Henriette M.	Elem.	2nd.
		Grimes, Alice L.	"	3rd.
		Graham, Fred. H.	"	2nd.
		Honeyman, Nellie M.	"	"
		Higgins, Sarah A.	"	"
		Hall, Margaret E.	"	"
		Hibbard, Alicia E.	"	"
		Halse, Mrs. John.	"	1st.
		Hodgson, Margaret F.	"	"
		Ingalls, Jeannie A.	"	2nd.
		Leach, Flora.	"	"
		Libby, Lucy A.	"	"
		McLaughlin, James.	"	"
		Mooney, Cora D.	"	"
		Mooney, Susan.	"	1st.
		Ficard, Bertha C.	"	2nd.
		Payne, Ellen A.	"	"
		Sample, Alma J.	"	"
		Stevens, Minnie A.	"	"
		Sherman, Gertrude C.	"	"
		Tipping, Mattie.	"	"
		Vandry, M. Olive.	"	"
		Watson, Marion.	"	"
		Wilson, Elizabeth.	"	"
		Washer, Martha J.	"	"
		Wardrop, Jane.	"	"
		Walbridge, Mabel.	"	"
		Westover, Sarah S.	"	"
		Young, Mary Ann.	"	"
Bonaventure	1	Gallais Le, Mary C.	Elem.	2nd.
Gaspé	3	0	0
Montreal....	37	Boa, Margaret M.	Elem.	2nd.
		Brown, Matilda C.	"	"
		Demers, Georgina.	"	"
		Dunberry, Annie E.	"	3rd.
		Farrell, Lizzie E.	"	2nd.
		Ford, Charles W.	"	"
		Fraser, Charlotte A.	"	"
		Fraser Catherine R.	"	"
		Honeyman, Howard A.	Acarl.	2nd.
		Mitchell, Emma.	Elem.	3rd.
		McCrachen, Marg.	Mod.	2nd.
		Patton, Janet.	Elem.	"
		Ruddoch, Nancy J.	Mod.	"
		Shepherd, Hannah.	Elem.	"
		Strong, Maria J.	"	"
		Townshend, Thomas.	Mod.	"
		Young, James A.	Elem.	"

BOARD OF EXAMINERS—Continued.

Board of Examiners.	No. of candidates Examined.	Names of successful candidates.	Grade of Diploma.	Class of Diploma.
Quebec.....	24	Andrews, Mary.....	Elem.	2nd.
		Brouard, Edith F.....	"	"
		Brown, Ellen.....	"	"
		Jack, Janet.....	"	1st
		Lloyd, Mary E.....	"	2nd.
		Lowry, Catherine J.....	"	"
		Morton, Fanny G.....	"	"
		Mackenzie, Eva H.....	"	"
		McMillan, Mary.....	"	"
		McElhinney, Bessie.....	"	3rd.
		Melrose, Annie E.....	"	2nd.
		McNee, Emma.....	"	1st.
		McNetty, Catherine.....	"	2nd.
		Nugent, Nora.....	"	"
		Patterson, Jessie.....	"	2nd.
		Ross, Eva.....	"	3rd.
		Robinson, Stuart.....	Acad.	2nd.
		Robinson, Louisa.....	Elem.	"
Reid, Maggie.....	"	2nd.		
Rothney, Elizabeth.....	"	"		
Pontiac.....	8	McFarland James.....	Elem.	2nd.
Richmond..	14	Armstrong, Eliza D. C.....	Elem.	2nd.
		Boast, Ella M.....	"	"
		Bennett, Helena M.....	"	"
		Day, Jeannie A.....	"	"
		Duncan, Fannie A.....	"	"
		Frost, Fannie M.....	"	"
		Gold, Mary H.....	"	"
		Hutton, Mary L.....	"	"
		Morrill, Elenora.....	"	"
		Saunders, Annie.....	"	"
		Saunders, Katie M.....	"	"
		Scarry, Joseph P.....	"	3rd.
		Wadleigh, Iva M.....	"	2nd.
Wilson, Margaret A.....	"	"		
Sherbrooke..	33	Bowen, Beatrice M.....	Elem.	2nd.
		Buzzell, Mrs. Harriet M.....	"	1st.
		Bridgette, Eliza J.....	"	2nd.
		Cass, Maude M.....	"	"
		Church, Bella L.....	"	1st.
		Elliott, Edward A.....	Acad.	2nd.
		French, Mirian M.....	Elem.	"
		Hawley, Mabel L.....	"	"
		Johnston, Elizabeth J.....	"	"
		Keough, Etta E.....	Mod.	"

BOARD OF EXAMINERS—Continued.

Board of Examiners.	No. of candidates Examined	Name of successful candidates.	Grade of Diploma.	Class of Diploma.
		Kerr, Minnie	Elem.	2nd.
		Marlin, Rebecca	"	"
		Molony, Georgia	"	"
		Page, Ruth E.	"	"
		Parker, Edwin G.	Mod.	"
		Pickle, Nina M.	"	"
		Pocock, Anna E.	Elem.	"
		Robinson Sarah E.	"	1st.
		Stenning, Anna A.	Mod.	2nd.
		Stevenson, Emma	Elem.	1st.
Stanstead....	4	Wilford, Agnes M.	"	2nd.
		Wadleigh, Adeline J.	Mod.	1st.
		Wadleigh, Anna A.	"	"
		Bryant, Emma A.	Elem.	2nd.
Three Rivers	0	Bushnell, Mary	"	1st.
		Salls, Lizzie.	"	"
		Tilton, Martha L.	"	"
			0	0

PROTESTANT DIVISIONS OF BOARDS OF EXAMINERS.

TABULATED STATEMENT OF RESULTS OF EXAMINATIONS, JULY, 1888.

PROTESTANT DIVISIONS.	Candidates Examined.			No. of Failures.	Number granted Supplementary Examination.	Successful Candidates.						Total Number of Diplomas granted.
	Male.	Female.	Total.			Elementary.			Model.		Academy. Second.	
						1	2	3	1	2		
Montreal	6	31	37	9	11	0	11	2	0	3	1	17
Sherbrooke	3	30	33	1	9	4	12	0	0	6	1	23
Quebec	2	22	24	0	4	2	13	4	0	0	1	20
Bedford	4	38	42	6	3	3	35	1	0	0	0	39
Stanstead	0	4	4	0	0	0	4	0	0	0	6	4
Richmond	1	13	14	6	0	0	13	1	0	0	0	14
Gaspé	0	3	3	1	2	0	0	0	0	0	0	0
Bonaventure	0	1	1	0	0	0	1	0	0	0	0	1
Aylmer	3	18	21	5	10	0	5	1	0	0	0	6
Pontiac	1	7	8	3	4	0	1	0	0	0	0	1
Three Rivers	0	0	0	0	0	0	0	0	0	0	0	0
	20	167	187	19	43	9	95	9	0	9	3	125

MACVICAR'S ARITHMETICS.

I.—PRIMARY ARITHMETIC.

Including Oral, Slate and Written Exercises. With many Wood-Cut Illustrations. 25 cents.

II.—COMPLETE ARITHMETIC.

This work is specially adapted to the wants of Common and High Schools, and Collegiate Institutes of Canada. With many Wood-Cut Illustrations. 50 cents.

From W. H. LAW, B.A., M.D., Principal Brockville High School, Ontario.

I find the Arithmetic to be concise yet exceedingly clear in its explanations, with a sufficient number of problems to illustrate each successive principle. It appears to be admirably adapted for drill work, and is calculated to make the student thorough, accurate and self-reliant. The diagrams found through the work constitute an additional feature to recommend it, especially, to the junior pupil.

From J. MITCHELL, F.E.I.S., High School, Brockville.

Your Arithmetic is the most practical, common sense, and logical work of the kind I have seen in America.

From S. P. ROWELL, Head Master Ann Street School, Montreal.

Dr. Macvicar's Primary Arithmetic, now in use in this school, proves to be a very valuable book for class work. The clearness and conciseness of rules, definitions and explanations in both the Primary and Complete Arithmetic, coupled with their suitability for young pupils, the careful graduation and diagram illustrations of the principles of the different subjects, the objective method employed, and the practical business nature of the examples, are all points that cannot fail to recommend the work to every experienced teacher. Too great importance cannot be attached to the plates illustrating Solid Measure in the Primary Arithmetic and Square and Cube Roots in the Complete Arithmetic. The author has shewn a thorough practical knowledge of the wants of both teacher and pupil in presenting his subject in a method so attractive and instructive. I hope soon to see these Arithmetics in general use throughout all our public schools.

From C. A. HUMPHREY, Head Master Royal Arthur School, Montreal.

We have used Macvicar's Arithmetic in this school for the last six months, and find it far superior to any Primary Arithmetic that it has been our lot to meet with.

From Rev. THOMAS NICHOLSON, Inspector of Schools, New Brunswick.

They are far superior in many excellent qualities to any I have seen. The illustrations are admirable, and readily give an intelligent conception of the different rules to even a very young pupil. Dr. Macvicar has conferred a great boon on the public by such works.

From S. H. PARSONS, A.B., Head Master Point St. Charles School.

The want of a clear, concise, and practical Arithmetic for Canadian schools, at such a price as would bring it within the reach of all, has long been felt. Macvicar's Elementary Arithmetic, lately published by Dawson Brothers, Montreal, seems to fill that want as no other work published in Canada has done. All rubbish has been rejected, while the mechanical work and typography is all that can be desired.