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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.

VOL. X.
JANUARY TO DECEMBER.
1890.

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THE
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No. 1.

JANUARY, 1890.

VOL. X.

Articles : Original and Selected.

THE AIM AND NATURE OF EDUCATION.*

By DR. S. P. ROBINS.

Will you permit me to devote the minutes that remain to me to a few remarks on the nature and aim of education? The theme is one ceaselessly reiterated at our educational gatherings. To the non-professional hearer the topic may appear hackneyed, its treatment wearisome; but the teacher has in its discussion a perennial interest. We do not expect the discovery of new principles of education. Yet almost every day shows some new and valuable application of the ancient principles, or calls on us to adduce them in refutation of some miserable fad that enthusiastic quacks urge on our notice, or casts on them some new light, revealing in them beauty or vastness, or strength, before unseen, and unexpected.

When repeating what a thousand voices before me have said in tones at once more attractive and more forcible than I can command, I say that education as a process is the providing of the best conditions for the utmost development, under wise discipline, of all the powers of our nature. I know that you admit the general truth of the statement. You may, perhaps, ask to what purpose I state what everybody has heard a thousand times, and nobody disputes. My excuse must be that, however well known this is as a truth, no one lives up to it. I venture very little when I affirm that no primary school, no

* Extract from his presidential address at the Teachers' Convention of 1889, held in Montreal.

secondary school, no university, however venerable or renowned, or well equipped, or richly endowed, provides the best conditions for the utmost development, under wise discipline, of all the powers of our nature. As I contemplate the vast and glorious possibilities of this humanity which we share, my soul bows down before it with reverence akin to awe; but when I turn to the actualities of life so trivial, so mean, so unworthy, I blush with shame for my race. Who, in himself, has not suffered the deepest humiliation, when he has made the disappointing comparison between what he might have been and what he knows he is. It is unnecessary to say that the fault is not wholly in the education of each man. I know that very well. I know that by our weakness or our perverseness we fail, or we refuse, to make the most of our advantages. But after full account is taken of the effects of natural infirmity and wrong-headedness, there remains a large residuum of individual failure, and therefore of national weakness and widespread hardship and suffering, which must be charged against our inadequate provision for education. I may be told that even, after we have secured the wisest conditions and the best discipline, we shall still have our Lambs and our Poes steeping themselves in ardent spirits, our Coleridges and our De Quinceys plunging into the voluntary delirium of the opium habit, our Shelleys and our Byrons embruting themselves, and dishonoring their genius by their debauchery. It is true, I fear. After all shall have been done that can be done to train aright our youth, failures will still recur; but that is no reason for relaxing effort, or for resting content with an imperfect realization of our aims. If we desire the well-being of our community, if we love our native land, if we hold dear the highest interests of our fellow men, we must strive as much as in us lies to provide the best conditions for the utmost development, under wise discipline, of all the powers of our nature.

Your attention has undoubtedly turned to two evidences of a wide-spread feeling that our present educational processes are not entirely satisfactory. The one is the vigorous protest lately made in England, and somewhat more faintly echoed on this side the Atlantic, against examinations, both as a basis of school ranking, and as a test of fitness to receive certain scholastic honors, and to fill certain, more or less, lucrative public employments. The other is the attention now directed to manual training. I shall not trespass on your time by a formal analysis of these arrangements of methods hitherto in vogue. I simply state the lesson they read to me. They show me that the

conviction, the rational conviction, long held by advanced educators, is at last taking hold of the universal mind, that education should lead not so much to knowing as to doing; that its issue is not so much acquirement as capacity. The question of practical life is not what does Job Stiles know, but what can Job Stiles do. Our acquaintance with men has not been very wide if it has not brought us into contact with more than one shiftless, idle, incapable fellow, who seemed to know almost everything, but who literally could do nothing. I am afraid that more than one bright scholar of phenomenal quickness of verbal memory has turned out to be a helpless, nerveless incompetent in after life, while I am sure that many boys who were regarded as dunces at school have made their mark deeply on their generation when they have reached manhood, and taken up its duties. Now, this seems to me no slight accusation to bring against any system of school training, to say that high scholastic rank is consistent with failure in life, and that some whom the schools reckon as dolts become the influential men of their time. For it is nothing else than to say that schools and schoolmasters, and school methods, are not in touch with that life for which they profess to furnish preparation.

Let me indulge for a moment in a flight of fancy. Let me picture to you the finished product of a perfect education. I shall not refer to girls. Only the delicate hand of a lady could rightly portray "the sweet girl graduate" of an ideal "Donalda Department." I shall not suppose that our ideal pupil has extraordinary powers; but I shall suppose that they have been sedulously cultivated. He is in full health. It is for him a joy to live. He drinks in pleasure with every exercise of his physical and mental powers. His muscles are under complete control. His carriage and movement are prompt, graceful, agile, certain. His hands use with precision the pen, the pencil, and so many other tools as ensure his ability to learn the use of any tool. Having learned the right use of his senses, he takes rapid, accurate, comprehensive note of objects and of phenomena. He observes in detail, he analyzes in an orderly way, he sets parts in their right relations to one another and to the whole, he understands, he judges, he remarks similarities, he classifies, he generalizes, he reasons. He remembers, that is, he makes provision for recollecting; having wisely selected that which he will remember, he links it to life and experience by many direct and indirect associations, so that what he knows is ready for use in the emergencies of life. He is imaginative; he rearranges into new forms the elementary conceptions stored in his mind.

He is a creator of new forms; but his new conceptions are not fantastic, incoherent, fragmentary. They are coherent, integral, shapely, such as can be transferred to other minds, or embodied in the material world. He knows and uses language well, whether spoken or written. He has a large vocabulary; he has learned the names of many things, actions, abstractions, relations, each calling up a vivid and distinct idea. Words well used delight him. Each word suggests its own exact conception, whether of thing or of relation; each conception as it is evoked he rightly marshals with those that have preceded it, so that finally the whole thought of the speaker or writer is accurately, fully, and consistently reproduced in his own mind. So, reciprocally, he employs language deftly to depict his own thought; his mind is orderly, his conceptions clear and vivid, and he has acquired the faculty of clear, picturesque, and powerful utterance. All the conventions of speech and of writing he knows, so that nothing in the form of his expression contravenes established usage or shocks the cultivated taste of hearer or reader.

Highest in importance it is that our ideal pupil should be cultivated in the minor graces and in the major verses. He should be practised in the exercise of social amenities, should have a courteous address, a self-possessed manner, neither forward nor shy, a frank speech, an open and a pleasant glance. He should be calm, self-governed, truthful, generous, a champion of the weak, a succourer of the needy. He should be pure in thought, brave in spirit, bold and prompt in action, afraid of nothing but wrong, a scorner of nothing but meanness. Yes! our ideal pupil should be an admirable Crichton in cultivation, a Milton in culture, a knightly Bayard in morals, *sans peur et sans reproche*.

It will be said that we cannot attain a consummation such as this in any case; but, were the conditions in the highest degree favorable, and were we ourselves cultivated, as we should have been, we should in many cases approach this result, and we shall make no nearer approach to it by lowering our aim. No! let us keep a lofty ideal before us. Let us hold it up to parents, to school commissioners, to the general public, to statesmen, in order that, securing their acquiescence and their help, we may with each succeeding year more nearly reach the conditions of a perfect education for the people.

And this question of a perfect education of the people was never so urgent as now. We have passed the days of rude and wasteful abundance. The stress of modern civilised life is upon us, with its sharp distinctions of wealth and penury, when the

bitter cry of those who are worsted in the battle of life mingles with the roar of the conflict. In this Dominion the question, what shall I eat? and what shall I drink? and wherewithal shall I be clothed? was never so anxiously debated in thousands of homes as it is to-day. Increased competition in every line of business, due to the rapid increase of our population, the partial exhaustion of some of our resources, the diminishing fertility of our soils, the wide and reckless destruction of our forests, the decay of some of our industries, the locking up of much of our capital, and the ill-paid employment of much of our labor in enterprises that can be galvanized into precarious life only by all sorts of temporary expedients, and, above all else, the ruinous waste of our national wealth through the lamentable excesses in drink, that every lover of his country deploras; all these causes, and others that might be enumerated, have brought us within sight of the time predicted by Macaulay, when hundreds of our population will rise in the morning with no sure provision for the wants of the day. Education alone, in the restricted sense of the term, will not ward off the spectres of hunger and want that threaten our ever denser populations. Legislation must do much, moral reforms must do more; most of all must be done by the beneficent influences of religion, if the well-being of the people is to be conserved and augmented. That the children of persons well to do, living in pleasant homes, with all the comforts and some of the luxuries of life, may continue to live as their parents have lived, they must be fitted better than their parents were to enter on the struggle of life. They must not only know more, it is of immeasurably greater importance that they be able to do more than their parents. Besides, if our young nation is to take its due place in the van of civilized progress, all the powers, physical, mental, and moral, of the people must be diligently cultivated.

I do not speak of the special difficulties of our position as members of the Protestant minority of this province. I do not dwell on the gradual but sure extinction of our Protestant farming communities by the inevitable operation of the tithe system. I utter no complaint of the annihilation of English political influence in Quebec, though it is an incalculable misfortune for the majority no less than for the minority, because it has been the necessary consequence of our foolish dissensions. I pass in silent sorrow that position of almost complete isolation to which, by our haughty indifference to the free interchange of thought with our fellow citizens, through the intermediation of the tongue, that was justly, as well as naturally, dear to them: we have condemned ourselves.

Why should I speak of opportunities for ever fled? Why should I weakly repine, or impotently rage at the inevitable outcome of our past history. I will not do it. But this I will say, that the only means by which we can arrest the decay of commerce, of industry, of national resources, of material prosperity, of national liberty, is by the development of the intelligence, the skill, the self-reliance of our people. And this will I do, and to this I pledge you, my fellows: We will labor as wisely, as diligently as we may, to give to each of our pupils the full possession of that glorious inheritance to which he is born—himself. As far as we may bring it about, he shall leave our instruction master of his hands, master of his intellect, master of his moral impulses, and so a master in the realm of things, and a king in the world of men.

THE PRONUNCIATION OF LATIN.*

By DR. J. C. EATON, MCGILL UNIVERSITY.

It is now little more than a quarter of a century since scholars have turned their attention to the establishment and introduction of the true pronunciation of the classical language of Old Latium. The movement is founded upon the immense progress of recent researches in linguistics, and finds its support in the consciousness that the historic Latin language, with its unbroken tradition of two thousand years, may, through the restoration of its true pronunciation, be invested with a new and living interest, while at the same time it would become a means of communication between the learned. The new era was introduced by the illustrious Corssen, to whose exhaustive work even now reference is seldom made, except to challenge some unwary statement—for the results of his investigations already have become the common heritage of scholars; so truly do the words of the Prince of Poets mark the lot, not only of

* It seems but just for the writer here to remark that, owing to the necessary restrictions of time, on account of the circumstances under which the paper was read, the subject could be treated only in the merest outline, and therefore assumptions, perhaps new to many, were necessarily made which would have required much detailed consideration for their justification. To anyone who would care to familiarize himself with the facts upon which those assumptions are based, we would recommend a patient study of the following works: Corssen, *Ueber Aussprache*, etc. (Leipzig, 1863, p. 1905); Seelmann, *Aussprache des Latein* (Heilbronn, 1886, p. 400)—an excellent compendium, treating the subject from a physiological and historical standpoint in a most thorough manner. The "Summary of Latin Pronunciation," embodied in this paper, was drawn up after a careful study of this work; Roby, *Latin Grammar*, Pt. I.—about 150 pages of which are devoted to pronunciation.

Cæsar and the politician, but that of many a pioneer philologist: "The evil that men do lives after them, the good is oft interred with their bones."

It was an enthusiasm born of lofty scholarship, that led a Corsen, a Roby, and a Seelmann to enter vigorously on the attempt to resuscitate the sounds of the ancient Latin, to breathe, as it were, the breath of life again into the dead letter forms of the past, and to understand not only what a Cicero spoke to his fellow-countrymen, what a Catullus whispered to his beloved, but also how they uttered the words with their lips. Such men have shown to us, moreover, that they were working in the interests of science: that much in the ancient languages can only be correctly interpreted and appreciated by the knowledge which their own labors have brought to light.

The results of their researches have been summarized in the so-called "Latin Method" of pronunciation, which aims to give approximately the same sounds to the letters as were heard from educated speakers in the Augustan period. The word "approximately" may be thought unfortunate in this connection, and leaves room for doubt as to the degree of approximation. Many point to the conflicting opinions of scholars, whose vast researches in the field of philology during the last quarter of a century have been simply amazing, as proof that many of its features are wholly uncertain. But this arises from a mistaken idea as to the nature of the discussion. The thoroughness of German research is proverbial. Most heated and angry discussions have arisen on non-essentials,—*minutiæ*, which the average scholar need never consider, and abstruse problems, whose decision will never affect us,—while virtual agreement existed between the opponents. The specialist sees and feels plainly what to another is not perceptible.

Most scholars, who have given the subject of Latin pronunciation their close attention, agree on all essential points. By comparing Seelmann's work,—*Aussprache des Latein*,—with the scheme lately issued by the Cambridge Philological Society, it will be found that they entirely agree, so that one might readily be taken for an epitome of the other; while that of Roby differs from these less than the pronunciation of any two persons in this audience in their utterance of the English language.

The scope of the present paper precludes any full discussion of the separate sounds of the Latin alphabet. But we may be permitted a brief consideration of *x* consonant or *r*,—a letter whose sound has provoked more discussion than any other. With Seelmann and with Roby we give the English *x* sound, or

nearly making it a semi-consonant. That it was not a purely consonantal sound is plain, for the following reasons:

1. The same sign for *u* and *v* was used in classical Latin, and this sign readily assumed the character of a vowel or consonant. We can only infer from this that the two sounds of this letter were closely allied, so that the one could readily pass into the other. Under these conditions, does English *v* or *w* best represent its consonantal sound? We know that the vowel sound of *u* was *oo* in Latin. Now, what is the relation of the *w* to the *oo* sound? Bell says: "By a slight appulse of the lips *oo* becomes the consonant *w*." Compare *u-enio* with *w-enio*, *ser-u-os* with *ser-w-os*. Then attempt the same comparison with the English *r* sound instead of *w*, and notice how much greater the transition is from one sound to the other. The reason is plain: in the one case, it is passing from a vowel to a semi-vowel; the other is passing from a vowel to a consonant; or *u* and *w* are both labials, whereas *v* is a labio-dental.

2. Which of the two sounds must we give in *quis*, and in all words where the combination *qu* occurs? That is, which coalesces most readily with the *K* sound, *v* or *w*? Shall we say *Kvis* or *Kwis*?

3. Note Bell's statement: "When *w* is before *oo*, the combination is rather difficult from the little scope the organs have for their articulate action. The *w* is, in consequence, often omitted by careless speakers: *wool* becoming *ool*." Now, compare this fact with the well-known tendency in classical Latin of retaining *o* after *v*, in *sercos* for *sercus*, *quom* for *quum*, etc., while in all other cases an *o* following a consonant became *u*, according to a well-known principle of vowel reduction. Bell's statement accounts accurately for this fact, if we regard the Latin *r* sound as *w*; the *o* was preserved to avoid the difficult combination of *w* and *oo*.

4. *u* and *v* were often interchangeable in Latin words: for example, *sileu*, *solvus*, *milvus*, and similar words could be employed by the poets, either as dissyllables or trisyllables. Such a license can only be understood on the supposition that the vowel-sound and consonant-sound of *u* were nearly related.

5. Latin *r* between two consonants fell away; for example, *am̄areram* contracted into *am̄aram*, *am̄avissem* into *am̄assem*, *providens* into *pr̄udens*. This contraction is likewise impossible of explanation if *v* was here a pure consonant.

On most of the other sounds we have the direct evidence of Latin Grammarians, from Varro, 64 B.C., to Priscian, 570 A.D., as

well as the traditions of scholars, the representation of Latin sounds by the Greeks, the pronunciation of languages, descended from the Latin, and the principles of phonology. Upon these and other claims is based the following

SUMMARY OF LATIN PRONUNCIATION.

VOWELS.¹

- ā** as Italian *a*; as in Eng. *psalm*, *halve*.
ā the same sound shortened; both **ā** and **ā** are found in *āha*.
ē as Italian *é* (close); in Eng. *they*, Fr. *parlé*, Ger. *see*.
ē Italian *è* (open); in Eng. *sped*, *ai* in Fr. *aïmons*, Ger. *beste*.
ī as Italian *i*; in Eng. *machine*, Fr. *nid*, Ger. *ihn*.
ī same sound shortened; as in *pity*, Ger. *bin*.
ō as Italian close *o*; as in *home*, *au* in Fr. *chaud*, Ger. *mode*.
ō as Italian open *o*; as in *dot*, Ger. *doch*.
ū as in Italian; as *oo* in *pool*, Ger. *suchen*.
ū as in Italian; as in *pull*, as Fr. *ou* in *poule*, Ger. *mutter*.
y (a Greek sound) as German *ü*.

DIPHTHONGS.²

- ae** pronounced *ah-eh* (rapidly uttered).
au as in Ger. *haus*: as *ou* in *house*, pron. "broadly" *haouse*.
ei as in *feint*, but with greater stress on the second vowel.
eu as in Italian *Europa* (proa. *eh-oo-ro-pa*): Eng. *feud*, but with the *e* sound somewhat more distinct.
oe as *o-eh* (rapidly uttered); as *oi* in *toil*.
ui as *oo-ee* (rapidly uttered); Eng. *we*, Ital. *colui*.

CONSONANTS.

- b**, **d**, **f**, **h**, **k**, **l**, **m**, **n**, **p**, **x**, and **z** as in English.
c and **g** are always hard, as in *come*, *get*.
s is always sharp, as in *hiss*, not as in *his*.

¹ Vowels marked thus, **ā**, **ē**, **ī**, **ō**, **ū** are *long*; marked thus, **ā**, **ē**, **ī**, **ō**, **ū** are *short*. A long syllable has twice the duration of a short. The proper observance of this fact is of great importance if we would duly appreciate the metre in Latin poetry and the rhythm in prose.

² The pronunciation of diphthongs consists in giving each vowel its own proper sound, the sound of the second following that of the first without any interruption; *ac* as *ah-eh*, *au* as *ah-oo*, *oo* as *o-eh*, *ei* as *eh-ee*, *eu* as *eh-oo*, and *ui* as *oo-ee*.

³ *g*, *nc*, *nq* = *ng* + *g*, *ng* + *c*, *ng* + *q* (as Eng. *ng* in *anger* = *ang-ger*).

t as *t* in *time* (never like *sh*).

i (consonant)⁴ like *r* in *yard*; **v** like *w* in *wine*.

bs like **ps**; **qu** as in English.

ch, th, ph as *k, t, p* followed by *h*.

⁴ **I** is a consonant at the beginning of Latin words, when it is followed by a vowel (except in the participle *iens* and in Greek words); and also in the middle of words between two vowels.

It is often written *j*, a character introduced in the 17th century of our era, and for which there is no ancient authority.

(To be continued)

Editorial Notes and Comments.

The winter holiday respite is even as welcome to the toil-worn teacher as is the longer midsummer vacation. Short as it is, it is always a pleasant half-way breathing space in the year's work. The active teacher, who knows how to utilize the hours of school-work to the best advantage, knows just as shrewdly how to make the most of a holiday, and thus it is that so many of our teachers return to the school-room after the short holidays of Christmastide with the renewed vigor that gathers strength in its strivings after success. And at the moment when our schools are finding how pleasant it is to return to organized study, when the pupils and teachers, with the refreshing of a holiday still upon them, are again beginning to experience the sweetness that comes from conscientious toil, the EDUCATIONAL RECORD ventures to bid them God-speed in their New Year's work. To one and all of them, the editors reach out the hand of sympathy and brotherly kindness, and in congratulating them in having so auspiciously passed the inaugurations of their several school re-openings, wish them individually a Happy New Year.

—At this time of the year we may be pardoned if we speak for a moment of our own enterprise. The EDUCATIONAL RECORD has been the recipient of many encouragements from our readers and the teachers generally during the past year; and in presence of such encouragements those who supervise its issue are anxious to further increase its usefulness by increasing its size. This can only be done by increasing its revenue, and in order to secure such an increase of revenue the publishers and editors have it in mind to appeal to the teachers to do

something for the periodical by way of increasing its circulation. If every teacher in the Province were to secure a new subscriber for the *Record*, the problem would be solved at once, and a magazine of twice the present size would at once be issued. With such additional space at their command, the publishers would strive to make the magazine one of more general interest perhaps, and would likewise be in a position to improve it in its professional aspect. Some of our teachers are greatly in favour of such improvement, and have already offered their services in more ways than one. The usual method adopted by journals in increasing their circulation is to distribute chromos or offer premiums. Considering the official character of the *Record*, this cannot be done; nevertheless, the publishers can assure all who assist them in extending the usefulness of their enterprise that the gain, whatever it may be, will be placed to the credit of the magazine and expended upon its improvement alone.

—We publish elsewhere in part, the inaugural address of the President of the Teachers' Association, at the last Convention. In his opening remarks, referring to his own record, he said: "Looking, after forty-one years of service as a teacher, into the vale of years descending before me, I cannot, even in the few day dreams that after the rude awakenings of life still sometimes recur to me, see an honor more to be desired than this public declaration of those among whom for so many years I have lived and labored, that the mistakes I have made have not been such as to cause the withdrawal of your confidence. I thank you for the honor. I accept it gratefully, not so much for myself as for the class of men, of which I strive to be one, a numerous class among teachers, the men who, in pursuit of the great, far-reaching, and benevolent ends of educational effort, are ready to sink into oblivion their petty personal advantage in so far as it conflicts with the nobler aim. I take your action in this behalf to be a solemn declaration that you will not honor by your suffrages the men who plot and cabal and intrigue; but that from among the many enlisted in your ranks who endeavor to do their duty to their pupils, to their confreres and to their country generously, candidly and openly, even though, being but mortal, they sometimes err in both aim and method, you will choose those who shall bear for you the responsibilities of office."

—In speaking of the year's work he used these encouraging words: "The year now expiring is one that beyond any preceding it in our history as an organization has been fruitful of

results. Our efforts have not been more strenuous nor guided by greater wisdom than in years of less conspicuous success; but this has been a harvest time. Work, thoughtful work, diligent work, done in days gone by, amid the discouragement of frequent misapprehension, of occasional misrepresentation, of repeated failures and disappointments, have at last had their reward in the achievement of results which we considered necessary to the accomplishment of our final purpose, to ensure the highest welfare of our land as far as this may be done, by bringing within the reach of every child of the people the utmost development and the wisest direction of his powers, physical, mental and moral."

—The growth of McGill University has been further advanced by the preliminary arrangements and work of the present year, as they have already been reported in the Montreal Press. Every Faculty reports an increase of students, though it is not in such an increase that the success of the institution is to be alone witnessed. Mention has already been made of the munificent bequest of the late Mr. Workman, and the manner in which it is being expended in behalf of the Faculty of Applied Science. Donations towards the current expenses of the institution have been received from Mrs. Molson, Sir William Dawson, and Messrs. Warden King, A. T. Gault, George Hague, T. A. Dawes and S. Carsley. Nor is the success of McGill as a higher institution of learning limited to Montreal as a centre. The affiliated institutions are enjoying some measure of that success. The sister provincial University has not sent us any report of its success or of the numbers attending its various school and collegiate departments. But St. Francis, Morrin and Stanstead Colleges have been able to report satisfactory progress, while many of the Academies throughout the Province are looking forward to the year as about to be one of the best in their experience.

—The meeting of the Committee of Protestant Educationists on Friday evening and Saturday was an important one, and effected some important business during its short session. There were present Rev. Mr. Rexford, of the Educational department at Quebec; Dr. Harper, inspector of Superior schools; Principal Masten of Coaticooke, and Principals Kneeland and Hewton of Sherbrooke, representing the Protestant Committee; Principal Robins of the Normal school; Drs. Howe and F. W. Kelley of the High school; Messrs. McQuat of Lachute; Silver of Waterloo; Gilman of Knowlton; Truell of St. Johns; Mrs. Fuller of the High School for girls; the Head

Mistress of Warden school; Prof. Parmelee and others. The first point considered by the assembly was the number of subjects taken up at once in the school curriculum. It was, as a result, decided that instead of the A. A. examination as at present, there should be two "exams," one for the junior and one for the senior certificate. That the subjects for the junior be reading, writing, dictation, arithmetic, grammar, geography, English and Canadian history, physiology and hygiene; and that students, having passed in these subjects, shall not be required to pass them again for the "A. A." It is needless to add that to teacher and student this is an important decision. It was further agreed that the standard of promotion shall be somewhat raised. It will be remembered that the question of a Dominion Teachers' Association was touched upon at the annual convention. The committee has taken the matter into consideration and referred it to a sub-committee composed of Mr. Arthy, Dr. Kelley and Prof. Parmelee, who are empowered to take such steps in the matter as may be deemed advisable. In regard to the summer school, which was of such valuable service to the teachers last year, a committee composed of Mr. Rexford, Dr. Robins, Dr. Harper and Prof. Parmelee was appointed to take into consideration the question of enlarging the scope of the school and make it work in harmony with the Normal institutes. This will be a boon as well as a pleasure to teachers. Considerable discussion took place in regard to the text books now in use in the province, and a very strong effort was made to lessen the number and cost of those authorized. Among the most important subjects in this connection were the text books in drawing and French. The teachers of the city have also under consideration the question of reducing the number of subjects taken up at the same time; and this is receiving the consideration of the Protestant Board of School Commissioners.—*Gazette*.

Current Events.

The report of the last meeting of the Local Association of Teachers in Montreal has been received later than usual. The meeting was held in the McGill Normal School. Dr. Kneeland presided. After the adoption of the minutes the programme was begun by Miss Quinn rendering a piano solo. The Educational *Resumé* given by Dr. Kelley, drew attention to

the following points among others:—Increased attendance at the city schools; improvement in school apparatus, and the earnest desire for education manifested by the large numbers enrolled at the night-schools. A reading, entitled "Dora," by Miss M. E. Ellicott, a violin solo by Master D. Morgan and a vocal duet by the Misses Rhind closed the first part of the programme. The subject for consideration, viz., our present school course, was introduced by Mr. Foster Brown, who maintained that improvement was required in teaching writing, composition, and in training the ear in pronunciation. He also considered that more time should be devoted to the subject of drawing, and that scripture history and sewing should be relegated to instruction at home. In a paper read by Mr. O'Connor the following improvements in the present school course were considered desirable:—To confine all studies to the school-room; to teach French entirely by conversation; to require less learning by rote in grammar, composition and geography, but more practical knowledge; to devote twice as much time as given at present to drawing and physiology; and to adopt a system of conversational talks with the pupils on general topics. Owing to the lateness of the hour, it was much to be regretted that Mr. Arthy's remarks were necessarily very brief. After a second duet by the Misses Rhind, Dr. Kneeland thanked those who had taken part in the programme, and the meeting adjourned.

—The success of the movement in favor of night schools in Quebec has been very marked. The two schools held on the premises of the Protestant School Commissioners have received over two hundred pupils, young men and old. One of the teachers has reported to us the singular case of an old man learning to read with the patience of a statesman overcoming difficulties. There is the deepest interest so far in the work, and a general expression of gratitude towards the government for inaugurating such retreats for spending the evening in a profitable manner. The teachers of these schools are Messrs. MacQuarrie, Elliot, Arnold and DeKastner.

—The people of Shawville are to be congratulated on the enterprise of their school commissioners, who have taken steps to provide for improved accommodation for the academy of that place. The contract has been let for the erection of a new wing to the present building, which shall make it one of the neatest of the school buildings in the northern section of the province. At the date of the inspector's visit a gathering was held in Hodgin's Hall under the auspices of the teachers, at which the

pupils took part in the proceedings. The inspector lectured on the importance of the grade school in all its functions. It is to be regretted that Miss Phillips, of the intermediate department of this school, has been obliged to resign her position on account of domestic bereavement. Mr. Farnsworth is principal of the Shawville Academy, while Miss Matheson has charge of the primary department. The school has a very good prospect for the year.

—The new Faculty of Veterinary Science and Comparative Medicine has been fully organized in connection with McGill University. The course will be a three years' one, and though it will not require for entrance on the course all the classical attainments which time-honored custom has imposed on those entering on the study of human medicine, the course of training within the faculty will be quite equal to that required for the degree of M.D., and the degree of Doctor of Veterinary Science, D.V.S., will be granted at its close. Dr. McEachran will thus see realized the goal towards which he has long been struggling at great expenditure of energy and money,—the recognition of a school of comparative medicine, already believed to be second to none on the continent. The requirements of the course are such as to tempt only those who are seeking eminence in their profession, and that such has been the reward of the students of the veterinary college is attested by the eminent positions held by and readily open to its alumni all over the continent. Harvard University and the University of Pennsylvania have each a similar school and grant a similar degree.

—The Local Teachers' Association of Quebec held its last meeting on the first Saturday of last month, at which an interesting programme was carried out. The President, Dr. Harper, occupied the chair, and gave an address on the mind examined from a physical stand-point. Miss Wilkenson, of the Girls' High School, read a very interesting and instructive paper on the Tonic Sol-Fa system. Miss Fraser, Mr. Arnold, Mr. McQuarrie and others took part in the proceedings.

—The Governors of the McGill University at a late meeting received the formal announcement as to what was to be done under the Workman endowment of \$117,000 for the equipment of a department of mechanical engineering. The money is to be used by setting apart \$60,000 for the endowment of the chair of the professor and the salaries of assistants, and \$57,000 for necessary additions to the buildings. It is understood that the present design is to extend the east wing of the main

building, now occupied by the Faculty of Applied Science, backward towards the reservoir; but no decision is arrived at on that matter; this department is to be called by the name of the donor, and four scholarships are to be distributed each year, candidates to be nominated by the executors, and to pass such examinations as are required by the Faculty. A resolution was passed acknowledging this bequest (which, by the way, is possibly the largest amount ever received by the university in a single sum), and expressing condolence with the relatives of the deceased, whose virtues as a citizen were acknowledged. The need of a department of electrical engineering was here brought up, the demand for instruction in this department having suddenly risen to very great proportions. So long as the Faculty of Applied Science has to own that it is not prepared to give special training in this department it must lose many students who would otherwise flock to it. It is, therefore, of the utmost importance that a chair of electricity be at once provided by the friends of the university.

—The Commissioners of Lachute are considering what ought to be done to improve the present academy building. A meeting was held lately at which the opinion was expressed that a new building in a more central part of the town should be erected. The school, at the present time, is very largely attended in all its departments. The highest of the four departments has an excellent prospect this year, and it is to be hoped that the principal's hands will be strengthened in every way by the commissioners and through them by the people. As a growing centre of population Lachute ought to be foremost in the matter of school accommodation among communities of the same size, and we have no doubt that such will be the case before another year has passed away.

—Dr. Robins, principal of the McGill Normal School, in his last statement to the governors of the university has reported eighty-five students entered, the appointment of Miss Greene as associate professor of drawing, and of Mr. Smiley as head master of the Model School and Mr. W. H. Smith as instructor in the tonic sol-fa system; also that Dr. Reed had undertaken the lectures in chemistry, that important addition had been made to the library apparatus, and that application had been made to the Government for repairs and improvements to building and play ground.

—The new academy building at Inverness has been opened for the pupils. The undertaking met with some delay at first, and the calamity which befel the community lately in the fire

which consumed the court-house and county offices may have had something to do with the late delay. We sympathize sincerely with the secretary-treasurer in his misfortune. The realization of the project which he now sees matured in the completed school building, which, we are told, is a credit to the place, will encourage him to overcome the difficulties which have so lately beset him. We congratulate Mr. Mabon, the industrious principal of the school, on being placed in possession of improved accommodation. His faithfulness has done much to encourage the commissioners to do all they can to advance with the times.

—The Council of the Bar has so far amended its regulations that in future the degree of B.A. will be acknowledged as qualifying for entrance to the study of law. It will now be in order for the other Councils to come into line with the general school training of the province. The same degree from any chartered university is to be accepted by the Education Department of Ontario as an equivalent of first-class certificate non-professional. This is as it has been for some time in Quebec. The Ontario authorities have also followed in the steps of Quebec by assimilating, in part at least, the ordinary school work with the work required for the other grades of teachers' certificates. We expect that the next step will be a leaving school examination, such as the A.A., which qualifies for matriculation in addition to extra work. Quebec has also taken the initiative in providing for due recognition of certificated teachers from other provinces; a step which no doubt will in time be taken by all the other provinces in our common country.

—Of the statistics connected with the present session of McGill University, the following are interesting:—

The Faculty of Medicine announced the largest number of students they had ever had, namely, 219, of whom 70 were in the first year,—betokening large promise for the future. The Faculty of Arts reported 284 students—204 men and 80 women. Of these, 125 men and 41 women are undergraduates. About 46 are partials, taking at least three subjects and some of them the full course. The institution of a class in elocution, under the direction of Mr. Andrew, was reported, the fee being \$2.50. In Applied Science the number of students was reported as 71. The appointment of Mr. T. Middleton has been made as instructor in practical construction. The donation of a storage battery, value \$400, from Mrs. Redpath, was reported, and the thanks of the corporation directed to be conveyed to her. The Library committee reported the number of volumes to be

28,359; the number of readers of books, 1,333; and additions by gift and purchase. Complaint was made of the limited accommodation for books and readers. The report of the Museum committee referred to improvement of the heating apparatus, and also to the gift of \$1,000 for general expenses by Mr. P. Redpath, and \$1,000 for salary of assistant curator by Mrs. J. H. R. Molson. We learn that there are over twenty-four students attending Morrin College, and about the same number at Saint Francis College. Stanstead has over eighty pupils in attendance.

—The Rev. Mr. Macadam has entered upon the duties of his office as Professor of Mental and Moral Philosophy in the Quebec affiliated institution. The position was formerly occupied by the Rev. Dr. Mathews, whose departure from Quebec was a serious loss to the college. The Rev. Dr. Campbell, of Renfrew, Ont., was the incumbent of the chair during the last year. The new professor comes to his position with the best of good wishes from his brethren; and it is said that an arrangement has been made to secure his tenure of office for a period of years. The heirs of the late Hon. J. G. Ross have lately given a donation to the institution which will add very much to the revenue.

—Inspector Parker, lately appointed for the district of Megantic County, has been making his first visit to the schools in that section. The Rev. Mr. Taylor is also making out a new experience for himself in his district. We would like to hear occasionally from both of these gentlemen, should they happen to have something interesting to tell about their travels to the readers of the *Record*. We venture to express a hope that Mr. Hubbard, Mr. McGrath and Mr. McGregor will also take a hint to send us a paragraph now and again. Mr. Walton, with his usual energy, has succeeded in organizing a fine school of three departments in the improved building at Hull. Miss Smarden has been obliged to resign her position in Waterloo Academy, on account of failing health. The commissioners of Bryson have all but decided to improve their building and school grounds. A model school has been organized in Lennoxville with every prospect of success.

—A teacher, whose experiences in Canada have passed beyond the recollection of most of us, has been called to his after-world reward, after attaining to the highest honors as a literary man and professor among men. The Rev. Edwin Hatch, M.A., master of St. Mary's College, was for a period Rector of the Quebec High School. He was a gentleman of

superior attainments and great dignity of character. A nephew of the deceased and of the same name was lately a clergyman in connection with the diocese of Quebec.

Literature, Historical Notes, etc.

In face of that political unrest which is ever and anon bringing into undue prominence the seeming heterogeneity of the confederated provinces of Canada, there are happily to be found in the current history of the Confederation several unmistakable evidences of a developing national spirit. A nation has generally taken longer to mature than twenty years; and if, since 1867, all the predictions of those who advocated Confederation have not been realized, there is at least a spirit abroad among the people which turns from the idea of dismemberment as from a disloyalty. If as yet no nation, Canada is at least finding her destiny in a united people from the Atlantic to the Pacific. The country, forsooth, is no longer at its beginning. Its present is assuming stereoscopic proportions on the background of its past, and the contemplation of the blending outlines of the picture is no longer valued by Canadians as a waste of time. Indeed, at the present moment, more than at any other perhaps, the history of Canada is of living interest to the Canadian citizen. The illustrious dead and the unselfish activities of their lives are being illumined by the sunshine of Canada's present progressiveness, and every day we hear of communities vieing with one another in their enthusiastic efforts to do honour to the memory of those who saw the country at its origin and had the courage to labour in its behalf. Thinking no evil of the past and of its slower movements, such communities have not failed to recognize in the personality of the pioneers who opened up the country and established its towns and their institutions the foundation background of a common nationality that continues to mature as the years go by.

CHRISTMASTIDE.

The golden chime bestoweth of its cheer
Athwart the breath of winter crisp and clear,
A joy, sheen-laden, keen as angel's ken,
Insinuates balm within the hearts of men,

And stirs the chords attuned to whisper love
 To all mankind. From æther-vault above,
 A radiance pours its homogeneous glow,
 To flood the landscape, silvered in the snow ;
 While yet the tide returned fills earth-bound space,
 With purity as sweet as heaven-sent grace.
 'Tis Christmas morn—the day whereon man's soul,
 Suffused with nobler longings, seeks the goal
 Of Christian concord—when mankind its faith
 In Christ renews, to sing His life and death.

And nature serene around the ice-bound bay
 Assumes a smile to welcome in the day :
 The ghost-like hills, beshrouded by the cold,
 Reflect in silvery waves the sunshine's gold,
 While, blinking from the forest green and hoar,
 The waning shadows fringe the frozen shore.
 Like that old city built on Zion's height,
 Quebec, wall-girt, looks out upon her might
 Of circling hills, and lifts her fortress-head
 Aloft, the guardian of the frozen bed
 Of great St. Lawrence, where there sleeps the isle
 Whose name's renown was Bacchus-crowned erewhile.
 On southern side the Levis heights are crowned
 With forts, where Chaudière's restless waters sound
 Their primal anthem wild ; while towards the north
 The curving hills of Cartier's Vale leap forth
 To blur the horizon with their rugged peaks
 On which the setting sunshine weirdly breaks.
 From Cap Rouge glades the broad St. Charles's plain
 Spreads out its whitened glebe, erst rich with grain,
 Before stern winter chilled its autumn glow
 And withered with his breath the fields below.
 If here and there the hamlets stud the scene
 They nestle not amid encircling green,
 But seen as specks on winter's white attire
 They wreath the nucleus of some pointed spire.
 The long drawn line of Beauport's cosy cots
 But show the river's trend, as if with dots,
 To guide us where loud Montmorency glides
 In clouds of spray between its gulch's sides.
 While, far behind, Laval, the storm-stead vale,
 Etern rears its heights with snow-wreaths pale—
 Those heights that frowning revel in the gloom
 When through the glades the summer thunders boom.
 How weird the sweep of nature ! yet how grand
 On this fair morn, when brighter hopes command
 Ennobling thoughts sublime, when seeming free

To feel imagination's warmth, we see
The glowing sunshine pouring joy and peace
In every wrinkle on old winter's face.

At length the chimes are drowned in hoarser notes
That issue from a dozen belfries' throats ;
The grey cathedral's treble tongues resist
The encroaching tones of proud St. Jean Baptiste
As in the distance, down the valley, rolls
St. Roch's refrain, to meet the emulous tolls
Of St. Sauveur. The swelling anthem still
Gains strength as neighbouring spires in chorus fill
The air with Christmas greetings, from the queen
That sits enthroned aloft to guard the scene.
Thus call is given. The faithful solemn thread,
The twilight lanes, smooth-silvered by the tread
Of secular feet : the peaceful thronglets bear
Meek burghers, matrons, youths and maidens fair,
Who seek to scent God's courts with incense praise
To Him whose birth and love lit up life's maze.
From gilded chancel through the pillared aisles
The zephyr-anthem's sobbing peal resiles
And sends a ripple o'er the hearts of men
To stir emotions in their sweet Amen.

Hush, wordly thoughts ! on halloved morn like this
The soul uplift vibrates for other bliss
Than wordly gain : it wistful seeks to catch
Assuring glimpse within the veil, to watch
Its innate gifts, perchance in them to read
The horoscope of life and faith's remead.
A Saviour's birth hath touched the centre-chord
Of human love divine : in every word
The story thrills : man's nether instincts weak
In it the substance of a hope may seek—
Ay, find within a Saviour's strength their own,
The strength of love, that makes of truth a throne.
And when the emotions on a Christmas morn
Play tearful with our teeming memories, born
Of blest or sad experience ; whence the gloom
Of care ? Methinks the soul finds sweet the bloom
Of Christian heart's-ease in the House of God—
Still wrestling till the blessing be bestowed.
Is this, forsooth, a faith as thin as air,
Perchance but strengthened by the cross we bear ?
Then all is air, since in the mind of man
All gifts are born of faith—the gifts that fan
The fire of human thought ; and if by grace
Of God, or faith in God, we see God's face

Reflected seeming from a higher ken,
 That higher ken is truth soul-born in men :
 Nor other is the sweetness of the love
 That, through the good in Christ, seems from above.

In time the priest whose vestments typify,
 Through fuller's art, true Christian purity,
 With reverent mien intones the service sweet
 While in response the eager suppliants greet
 The sacred words : erelong the preacher's strains
 Play sympathetic o'er a Saviour's pains,
 And on the morn that celebrates Christ's birth,
 His death's commemorate by Christian worth.
 From prayer to praise the service is prolonged
 Till couraged faith bethinks it of the wronged
 By fate, and love ensweetens Christian fear
 As pity drops her alms-bedewing tear.
 And then in adoration of the faith
 Deed-haloed thus, a storm of organ breath
 Steals forth to fill with art's symphonious sounds
 The sacred edifice : the music bounds
 From fretted roof and brooks no chance check,
 But seeks an exit down the solemn track
 Of God's own folk, as through the echoing aisles
 And doors flung wide, the slow procession files—
 To seek again the cloudless vault of day
 Where Christmas sounds a wider scope display.

And thus the worship o'er, the ebb of life
 Pours through the quaint old town. The air is rife
 With joyous sounds. The narrow streets that bear
 The names of heroes born of centuries near
 Re-echo busy gratulation's joy,
 As down the slopes the friendly streams deploy :
 While all the neighbouring spires re-ope their throats
 To sanction well-timed mirth with pealing notes.

HISTORY OF LACOLLE SCHOOL.

BY JAMES A. MACRAY.

The Lacolle district was first settled by the Vanvliets, Mastens, Scrivers, Loomers, Brunsons, Travers, O'Dells, and Mannings. These were U.E. Loyalist families which came to the vicinity about the years 1782-90. They were nearly all of Dutch descent, and came from the State of New York. An *aide-de-camp* of one of the early Dutch Governors of New Amsterdam was a Vanvliet, and his wife was a Masten (ancestors of above). In 1819 the families of Featherstone and

Currie, from Northumberland, England, were the next arrivals. Other English families from Yorkshire came out in 1823, and a little later some Scotch and Irish found their way to the neighbourhood. The first school was opened in 1828. It was held in a building the Methodists had erected for a church, but which they had not been able to complete. In 1831 the inhabitants determined to build a schoolhouse, and obtained a grant from the government of four hundred dollars to assist. The building was completed, and the workmen were engaged in putting in the seats and desks, when one day, as they were at dinner, the shavings caught fire from a stove which they had put up and the new schoolhouse was burnt to the ground. This was a serious loss: but no way daunted, they built another immediately, the government again assisting with a grant of four hundred dollars. Galleries were placed in this building, and for many years it served the double purpose of church and school. The building at present used for our school was built in 1859 by the Sons of Temperance for the requirements of their order, but after a few years it was rented from them for a schoolhouse, and this arrangement has continued ever since.

The first person who taught in the district was Mr. Duncan, who was principal of the school opened in 1828. He was a retired soldier. The teachers at that time were engaged for the session, which consisted of four months for the winter one and three for the summer. A gentleman was usually appointed for the former and a lady for the latter. The preliminary step before commencing a session was to go around with a list and obtain the signatures of all those willing to pay fifty cents per month for one, two or more pupils. Often those who had no children to send would agree to pay for one or more at that rate. An effort was usually made to get the promise of payment of forty pupils in order to bring up the teacher's salary to twenty dollars a month. Ten dollars a month was thought sufficient for the summer session. On the teacher beginning work the list was handed to him. He required to collect his own salary and to board around at the various residences of those whose names appeared on the list.

This system continued for some fifteen years, after which teachers were engaged at a regular salary.

The following are the names of those who have taught in Lacolle School from its inception in 1828:—1st, Mr. Duncan; 2nd, Miss Brunson; 3rd, Mr. Chas. Holly; 4th, Miss Munson; 5th, Mr. Jude Hastings; 6th, Miss Jane Brisbane; 7th, Mr. Sarbell; 8th, Mr. Hiram Chapman; 9th, Mr. Richd. Beswick;

10th, Mr. Fitzholly (6 years); 11th, Mr. Gibson, who afterwards became a Methodist minister; 12th, Mr. Harty, who became the teacher in 1846, and taught for 17 years; 13th, Mr. Masten succeeded and taught 13 years: he is now Principal of Coaticook Academy and a member of the Protestant Committee of the Council of Public Instruction; 14th, Mr. Graham; 15th, Mr. Banker; 16th, Mr. Rodgers; 17th, Mr. Hicks; 18th, Mr. Hume; 19th, Mr. Cockfield; 20th, Mr. Jamieson; 21st, Miss Watt; 22nd, Miss Smarden; 23rd, Mr. Jas. A. MacKay. Miss Ida May Featherstone is assistant at present. She has filled that position for the past fourteen years.

Practical Hints and Examination Papers.

The following is the experience of a Superintendent of Schools on the other side of the line in connection with the furnishing of free text-books to the pupils:—

“A proportion of the thousands of books in the hands of the pupils have been in use four years. It is remarkable how many of them, after so long a time, remain serviceable, sufficiently sound and clean for still longer use. During the year just closed there have been in use among the pupils of grammar and primary grades 13,205 books, not including writing and drawing books, which perish with first use. Of these 13,205 books, about 10,000 of which have been in use four years, 414 are reported as worn out and 29 as lost, leaving 12,762 still serviceable. During this year the Board has expended for new text-books \$2,077.55. This amount has been sufficient to keep up the supply of books for an actual enrollment of 4,647 pupils, or 44.7 cents per capitâ. During the year fines have been levied and collected, for needless injuries to text-books, to the amount of \$87.96. If this were deducted from the money used for the purchase of books, the average cost of the books per scholar could be reduced to 42.8.

To DETECT MISTAKES IN ADDITION.—When the pupils have added the numbers, draw a line under the sum, and have the numbers again added, including the answer. If the addition has been correct, the last result will be twice the first. Pupils can thus prove work, and the teacher is saved time. Many teachers, who succeed admirably in teaching little ones to recognize words as wholes, and to read sentences fluently, fail to give them the power to master new words. Hence there comes a limit to the seeming progress, and reading becomes a wearisome task. We have a class of thirty who are now reading their third first reader for this year. Their teacher has been very successful in giving them the power to master new words, and the little people really enjoy attacking a tough one. We give a few.

of the devices as described by this primary teacher. We first teach the *word*, then the *sounds* that compose the word, and last, the *names* of the letters—thus combining the word, the phonic, and the alphabet methods. More attention is given to the first two, and special attention is given to the second. The sounds of the letters are taught as an aid to the correct pronunciation of new words. In teaching names of objects, first present the objects or pictures of them; encourage the children to talk freely about them; and while they are interested, present the printed or written word. The same plan, or a similar one, can be followed with all words. When the children have learned a number of words, and can read sentences, we teach them to learn new words for themselves. Suppose they have just learned "man," we ask them to name other words that sound like "man." We write them as given, and perhaps have such a list as can, Dan, fan, pan, ran, tan, an. The children soon notice that the initial sound is the one changed in each word. From such a word as "cake," they build on ake, bake, lake, make, rake, sake, take, wake, stake, flake. So new words may be formed by changing the terminal letter. From bid we get big, bin, bit. In like manner, they may be found by changing some other letter,—hat, hot, hit, hut. A good way to test the children's power of recognizing words at sight is to place on the blackboard the words already learned. Select two pupils, and give them pointers. Pronounce a word, and see who will be first to find it. Again the words are placed on different parts of the board, and each child is given a word to find. This may be called a "hunt."

The Four Arts.

1. The art of getting accurate and available knowledge from the things about us. The art of using our senses—observation.

2. The art of expressing clearly and systematically what is learned. The stress upon language lessons indicates that this art is getting into the schools pretty thoroughly.

3. The sacred art of getting out of books what is in them. This is thought teaching. It gives the learner a key with which he may unlock the storehouse of knowledge and roam at will through all its labyrinth. Books are the depositories of the recorded knowledge of the race.

4. The art of using what we know. This is the practical side of education. It is also the bread side.

Grammar Grade Arithmetic.

1. By how many does a million exceed a thousand?
2. The difference between two numbers is 56, and the smaller is 31; what is the other?
3. The divisor is 23, the quotient 381,056, the remainder 11; find the dividend.

4. How many times can 275 be subtracted from 869,237?
5. The product of two numbers is 205,224,000, and the half of one of them is 1,632; what is the other?
6. Divide \$65 between two men, giving one \$13 more than the other.
7. A farmer exchanged 60 bags of potatoes at 40 cents a bag for 16 barrels of apples. How much were the apples worth a barrel?
8. Bought 52 dozen eggs at 11 cents a dozen, and sold them at the rate of 4 dozen for 50 cents; find the gain.
9. If the divisor were half what it is, the quotient would be 252; what is the quotient?
10. How many days from June 8 to October 17.

ANSWERS—1. 999,000. 2. 87. 3. 8,764,299. 4. 3,160. 5. 62,875. 6. \$26; \$39. 7. \$1.50. 8. 78c. 9. 126. 10. 131 days.

—Habits of politeness in their grace and gentleness will never be natural unless they be early learned. If the home neglects, as many do, then the school in the lower grades must supplement it, and culture the little folks in the art of good behavior.

—These experiments taken from an excellent exchange, *Intelligence*, show how easy it is for the teacher to give lessons in science to little folks, at very little expense of labor or money.

An experiment showing how motion may be produced by the force of a permanent magnet is the following:—An armature is suspended by threads in the field of a permanent magnet. The magnet attracts the armature, slightly deflecting its suspension from a true vertical line. The introduction of a soft iron plate between the magnet and its armature intercepts the lines of force, thus releasing the armature when it swings back under the influence of gravitation.

If, at this instant, the plate is withdrawn, the magnet again acts upon the armature, drawing it forward. Another introduction of the iron plate into the field again releases the armature, when it swings back, this time a little farther than before. By moving the iron plate in this manner synchronously with the oscillations of the armature, the armature may be made to swing through a large arc.

Lines of magnetic force can be shown by placing over the ends of the magnet thick pieces of white paper and lightly sprinkling over it fine iron filings. The filings will instantly arrange themselves in feather like lines, showing where the force is greatest and where the weakest, and along what line it passes. This is a beautiful experiment, and very instructive.

A magnetic fish can be made by putting a *small*, straight, steel magnet inside a piece of cork, and fashioning the cork like a fish. It should be painted in the proper colors. The weight of the cork and iron must be such that it will remain suspended in the water. By presenting first one end of the magnet and then the other to the outside of the jar in which the fish is suspended, it can be made to move in a most life-like manner. A little skill will be needed to make the

fish; but *when* made, the amusement it will cause will more than pay for the trouble.

A needle can be easily made by means of a piece of a watch spring, straightened out, and indented exactly in the middle, so that it will swing on the sharp end of a needle stuck into a wooden standard. By passing this needle over one end of a magnet it will receive force enough to assume at once a north and south direction. Now bring the end of a magnet near one end of this needle, and then present the other needle. Notice the attraction and repulsion. Let the pupils find the north pole of the magnet, and then let them state the fact, "Like poles of magnets attract, and unlike the poles repel, when brought near each other."

A dry lath, such as is used by builders, can be balanced on a nail, exactly in its middle, a little indentation being made to give the lath stability. A dry glass tumbler or goblet, rubbed with a flannel, or piece of fur, and then presented to the lath, will attract it, but notice that it attracts *both ends alike*. The lath is not a magnet, and cannot be made one, because it is not capable of being polarized. Here is an important point. These experiments will be very instructive if properly presented. Let the pupils do all the work possible.—*School Journal*.

Protestant Superior Schools.

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Cookshire.....	M.	Mr. J. H. Keller, Miss M. Mackie.
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Farnham.....	M.	Mr. J. W. Alexander, B.A., Miss E. Rix.
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Waterville.....	M...	Miss E. Hepburn, Miss Minnie Ball.

Corrections in the above will be made next month if the editors are advised in time.

Correspondence, etc.

To the Editor of the EDUCATIONAL RECORD :

DEAR SIR,—I find by reference to the official report of the proceedings of the Protestant Committee of the Council of Public Instruction, as reported in the last November number of the RECORD, page 292, that I am represented as assenting to the third resolution passed by the Committee in answer to the Premier's letter, whereby the Committee "begs to thank the Honorable the Premier for his expressed intention as to the revision of the proportion of the grant made to Protestants." This is an error. I not only dissented, but gave my reasons for so doing, viz., that I considered the resolution in question as a virtual acceptance of the grant, which was in contradiction to the 4th resolution, and also that in my opinion there was no need to thank anyone for correcting an error in calculation. By inserting this you will oblige.

Yours truly,

E. J. HEMMING.

DRUMMONDVILLE, 10th December, 1889.

J. A. M.—SCHOOL REGULATION ARTICLE 83.—Am I right in understanding this as meaning that a paper in English, Geography and History shall be prepared for grade I. academy, in accordance with the course of study for that grade, and another for grade II. in accordance with the course of study for grade II. ; the teacher, however, may combine the scholars of both grades into the one class throughout the session, and have them study up the subjects laid down for the 1st grade in these three subjects, and then at the June examination may adopt the papers set for the 1st grade as the examination papers for 2nd grade also. As Roman History is not one of the subjects in 1st grade academy, I presume in following the plan above, the 2nd grade would not be examined in it and could thereby omit studying it, in view of only being examined in 1st grade subjects? If I am correct in my reading of above article, I can assure you it is of very great advantage, saving as it does from extra classes.

[The regulation, as you have explained it, has not been taken advantage of to any great extent. If the paper is taken in common by two grades at one examination, the alternate paper must be taken by the same grades of the school when they come up for examination the subsequent year. Your other queries will receive attention next month.]

REV. MR. B.—Many thanks for your letter. The reminiscences contained in it will be duly published. Mr. Douglas Brymner, the Dominion Archivist at Ottawa, has been able to unearth some documents referring to the personality of the old schoolmasters of Quebec, even before the time you refer to. If any other information on the same subject should occur to your memory, we shall be glad to hear from you again.

Books Received and Reviewed.

[All Exchanges and Books for Review should be sent to Dr. J. M. Harper, Box 305, Quebec, P.Q.]

MISCELLANEOUS.—A copy of the *Almanach Canadien* for 1890 has been presented to us by the publisher, Mr. J. A. Langlais, of Quebec. It is full of interesting reading matter, in addition to the usual almanac statistics. *The Canadian Almanac*, published by Copp, Clark & Co., of Toronto, is truly what it professes to be: an excellent miscellaneous directory of the Dominion. *The Canada Educational Monthly* has an attractive issue for November. *The Pennsylvania School* is an exchange from which are to be found things good and true for teacher and pupil. *The Canadian Queen* bids fair to find a popular place among the ladies of Canada. *Grip's Comic Almanac* this year surpasses all its forerunners: it is brimming over with fun.

The Sunday School Banner, published by William Briggs, Toronto, should be in the hands of every Sunday School teacher. *The Teacher's Institute*, published by E. L. Kellogg & Co., New York, is known to nearly all our teachers, or ought to be, for its many excellencies. The same publishers issue *Treasure Trove*, a magazine for young people, which compares favourably with any of its class. *Massey's Illustrated*, an excellent family periodical, is only fifty cents a year—the cheapest illustrated paper published in Canada. *The Dominion Illustrated* has now taken a place among Canadian periodicals which none of its predecessors held. The paper has a high literary merit which is in every respect in keeping with its position as one of the best of illustrated papers published anywhere. Canadian readers ought to take a pride in such an enterprise. The publishers are Messrs. C. A. Desbarats & Co., Montreal. Several novels issued from the Canadian press have been sent to us. Of these we would recommend to our readers *A Modern Mephistophiles*, by Louisa M. Alcott; *A Brother to Dragons*, by Miss Amelia Reeves; and *Mr. Naylian's Family Circle*. These are published by J. Theo. Robinson, Montreal. We would also recommend the reading of *A Hardy Norseman*, by Edna Lyall, and *Allan's Wife*, by H. Rider Haggard. These are published by William Bryce, Toronto. All these works are cheap editions. *The Presbyterian College Journal* continues to have all the evidences of success about, and deserves encouragement. *The Wisconsin Journal of Education* is one of our best professional exchanges.

OLD SOUTH LEAFLETS, published by the Messrs. Heath & Co., Boston, have reached the seventeenth number. The three that came last to hand are *Washington's Legacy*, *Washington's Letter to Harrison*, and *Verrazano's Voyage*. These, as the material from which history has been made, cannot but have a wide circulation among our teachers. The cost is very trifling.

WHAT MANUAL TRAINING IS AND HOW IT MAY BE BEST CONDUCTED is a pamphlet issued by the same firm, and we would advise every male teacher in the Province to send for it in view of the discussion which is likely to arise amongst us in regard to introducing the system of training in our schools. We hope to be able to publish shortly Prof. Bovey's paper on this subject, and such a pamphlet as the above will be of the greatest service to those whom the professor succeeded in interesting at the late convention.

THE CHILD'S GEOGRAPHY OF ENGLAND, with Introductory Exercises on the British Isles and Empire, by M. J. Barrington Ward, M.A., F.R.G.S., Worcester College, Oxford, and published by Marcus Ward & Co., Oriel House, Farringdon Street, London. How delighted our teachers would be were they able to have such a book as this on Canada. Can the Committee on Text-Books not suggest something in this direction? The book is the continuation of "The Child's Geography," a readable book for the pupils who have already

acquired a fair knowledge of the definition and first principles of geography. The numerous maps and illustrations are all that could be desired.

AN ELEMENTARY CLASS BOOK OF GENERAL GEOGRAPHY, by Hugh Robert Mill, D.Sc., F.R.S.E. of Heriot-Watt College, Edinburgh, and published by Messrs. MacMillan & Co., London. This volume, though evidently prepared for the class, will be more successful in the school library. The book is well written and attractively arranged, and we have no doubt the Committee on Text-Books will be only too glad to place it on the list as a book of reference. If not, the teachers can add it to the library whenever an opportunity presents itself.

INTERMEDIATE ANATOMY, PHYSIOLOGY AND HYGIENE, by John C. Cutter, B.Sc., M.D., and published by the J. P. Lippincott Company, Philadelphia. This is said to be a revised edition of Calvin Cutter's First Book on Anatomy, etc., and a better text-book on the subject could hardly be compiled. Over three hundred thousand of the work have been sold. The matter of the volume has all been adduced from observations of medical adepts.

A WORKING HANDBOOK OF THE ANALYSIS OF SENTENCES, with Notes on Parsing, Paraphrasing, Figures of Speech and Prosody, published by Messrs. William Blackwood & Sons, Edinburgh and London. At a time when teachers are beginning to turn away from the old routine of grammar teaching, this book is likely to be tested with the greatest care. Practice in dissecting makes the surgeon, and practice in analysing sentences makes the grammarian. But just as the surgeon often makes but a poor general physician, so the grammarian often turns out to be but a poor writer or speaker. This book will help to bring about the reform which educationists are demanding, the study of the laws of language in order to promote a right use of language. Our teachers will derive many useful hints from it, and we recommend it to their notice without any hesitation.

THE PARTS OF SPEECH AND HOW TO USE THEM, published by the Messrs. Ginn and Company, of Boston. This is a book begotten of the true spirit of reform in grammar teaching. It is a teacher's edition, and self-explanatory. In some of the pages we see there is a little of what may be called "a process of hitting below the belt of the child's intelligence." This not unfrequently takes place in books containing specimen oral lessons and object lessons. Probably the author of the above manual may be inclined to screen himself behind his aim at simplicity, which is nearly always spoken of as a recommendation in compiling such works. Our teachers will at least find out from this manual what is meant by the natural method in teaching grammar.

AMERICAN LITERATURE, by Albert H. Smyth, B.A., of John Hopkins University, and the Philadelphia High School, and published by Messrs. Eldredge and Brother, Philadelphia. The adjective

American does not include Canadian, and those who desire to learn of the more distinguished of the authors of the United States, can find no better hand-book than this. The extracts from their writings at the end have been prudently selected; the arrangement is all that could be wished for. The volume in its appearance is a gem of a text-book.

THE HIGHLAND MONTHLY, which can be obtained from William Drysdale & Co., Publishers, Montreal, is a periodical which has for its main object the dealing with Scottish life, language and literature. Articles of colonial interest are also to have a place in the magazine, which will render its perusal of value to Canadians. Among the contributors are Lord Archibald Campbell, Sir Henry Cockburn MacAndrew, Dr Hugh MacMillan; Dr. Cameron Lees, of St. Giles, Edinburgh; Dr. Masson, Dr. Robertson, Dr. J. M. Harper, Dr. Joseph Anderson, of the Royal Institute, Edinburgh; Mrs. Mary Mackellar, Charles Innes, etc.

Of miscellaneous matter we have received this month, *Chateau Bigot*, by J. M. LeMoine, an interesting sketch with Dupont's poem; *Canadiana*, from the Montreal Society lately formed for the study of Canadian History; *Contributions to the Micro-Paleontology of the Cambro-Silurian Rocks of Canada*, by E. O. Ulrick, Esq., and published by William Foster Brown & Co., Montreal. We thank the publishers of the *Youth's Companion* for their Christmas souvenir. The *Canada Educational Monthly* promises an excellent programme for the current year and deserves every encouragement. *Treasure Trove* is still determined to hold a favorite place in the affection of our young folks. We have many excellent educational works on our table, which will be considered next month.

INSTITUTES OF ECONOMICS, by E. B. Andrews, D.D., LL.D., President of Brown University, and published by Messrs. Silver, Burdett & Company, Boston. This book is a new departure as a text-book on Political Economy. It has been prepared for the student, and not for the teacher; and this cannot be said of all so-called text-books. The arrangement is excellent, while, from the judicious use which the author makes of the printer's resources, the important principles are emphasized and distinguished from the subordinate. In the hands of a class which has the good fortune to be placed under the instruction of a professor who knows his business, no better text-book on the subject could be wished for.